

**TEACHER RESEARCH SELF-EFFICACY BELIEFS OF
INSTRUCTORS AT AN ENGLISH PREPARATORY SCHOOL**

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MASTER'S THESIS

Department of Foreign Language Education
English Language Teaching Programme
Advisor: Asst. Prof. Osman Murat Özüdođru

Istanbul
T.C. Maltepe University
Graduate School
June, 2020

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JÜRİ VE ENSTİTÜ ONAYI




ETİK İLKE VE KURALLARA UYUM BEYANI

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Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bulguların sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilmeyen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; çalışmamın Maltepe Üniversitesinde kullanılan "bilimsel intihal tespit programı" ile tarandığını ve öngörülen standartları karşıladığını beyan ederim.

Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçlara razı olduğumu bildiririm.


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Hazırlayan: Enstitü Sekreterliği

Onaylayan: Kalite Yönetim Koordinatörlüğü

DEDICATION

I would like to express my sincere gratitude to my thesis supervisor Assist. Prof. Osman Murat Özüdođru for his continuous support, constructive questions and patience. His office door was always open whenever I had questions to ask.

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I will always be deeply grateful to all the instructors for their candid participation.

Fevzi İşsever

June, 2020

ÖZ

İNGİLİZCE HAZIRLIK OKULUNDA ÇALIŞAN ÖĞRETİM GÖREVLİLERİNİN ÖĞRETMEN ARAŞTIRMASINA İLİŞKİN ÖZYETERLİLİK GÖRÜŞLERİ

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Bu çalışmanın amacı İngilizce hazırlık programında çalışan öğretim görevlilerinin öğretmen araştırmasına ilişkin özyeterlilik algı düzeyi, özyeterlilik algısı ile eğitim durumu, öğretmenlik deneyimi ve yüksek lisans yapılan program gibi değişkenlerle olan ilişkisini araştırmaktır. Veri toplamak için Araştırma Yeterliliği Ölçeği (Boran, 2018) ve yarı yapılandırılmış görüşmeler kullanılmıştır. Çalışmaya İstanbul'da yer alan bir vakıf üniversitesinden 101 İngilizce öğretim görevlisi katılmıştır. Çalışmanın sonucu, İngilizce hazırlık okulunda çalışan öğretim görevlilerinin öğretmen araştırmasına ilişkin özyeterlilik algı düzeyinin oldukça yüksek seviyede olduğunu ortaya koymuştur. Öğretim görevlileri araştırma sürecinin pek çok aşamasında yeterli olduğunu belirtirken, toplanan verilerin analizini yapmak konusunda kendilerini diğer aşamalara göre daha az yeterli hissetmiştir. Özyeterlilik düzeyi eğitim durumuna göre istatistiksel anlamda önemli bir fark gösterirken, deneyim yılı ve tamamlanan yüksek lisans programına göre önemli bir fark saptanmamıştır. Görüşmelerde öğretim görevlilerinin özyeterlilik algısının araştırma deneyimleri, eğitim durumları, araştırma bilgileri, uygulama sürecindeki zorluklar, zaman ve iş yükü gibi mevcut çalışma ortamlarıyla ilişkili koşullara göre değişkenlik gösterdiğini ortaya çıkarmıştır. Bu bakımdan bu çalışma öğretmenlerin meslek içi eğitim gereği kendi okullarında yaptıkları araştırmalarda veya kaydoldukları yüksek lisans programlarında aldıkları desteğin ayrıca önemli olduğunu ortaya koymuştur. Bulgular öğretmen eğitimcileri, İngilizce öğretmenliği bölümleri ve yüksek lisans programları için önemli sonuçlar ortaya koymuştur.

Anahtar Kelimeler: öğretmen araştırması, hizmet içi mesleki eğitim, araştırma yeterliliği, araştırma bilgisi.

ABSTRACT

TEACHER RESEARCH SELF-EFFICACY BELIEFS OF INSTRUCTORS AT AN ENGLISH PREPARATORY SCHOOL

Fevzi İşsever
Master's Thesis
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English Language Teaching Programme
Advisor: PhD, Osman Murat Özüdoğru
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The study aimed at exploring teacher research self-efficacy beliefs of English instructors by investigating their mean level of perceived efficacy as well as the relationship between their research self-efficacy beliefs and highest qualification, teaching experience and MA in ELT. Data came from efficacy in research questionnaire (Boran, 2018) and semi-structured face to face interviews. 101 instructors who work at an English preparatory school of a foundational university participated to the study. The findings of the study revealed that instructors had a moderately high level of efficacy. While instructors felt sufficiently capable across all sub-components of teacher research, they felt less capable in doing analysis compared to other teacher research tasks. The findings indicated a significant difference between self-efficacy according to highest qualification. However, there was not a significant difference according to teaching experience and completed MA programs. The interviews revealed that perceived personal efficacy for doing research changed depending on prior research experience, academic training, research knowledge, difficulties in dealing with research tasks, contextual conditions such as time and workload. In this regard, this study revealed the significance of support for teachers who do research as part of continuous professional development in their schools and master programs they are attending. The results have important implications for teacher educators, English language teaching and master's programs.

Keywords: teacher research, continuous professional development, research efficacy, research knowledge.

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ABBREVIATIONS

ELT	: English Language Teaching
CPD	: Continuous Professional Development
IATEFL	: International Association of Teachers of English as a Foreign Language
CPD	: Continuous Professional Development
ELPS	: English Language Preparatory School
TR	: Teacher Research
AR	: Action Research
INSET	: In-service Training
TDC	: Teacher Development Center
P	: Participant

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CHAPTER 1. INTRODUCTION

1.1 Background to the study

Teacher research is a major area of interest within the field of English Language Teaching (ELT) as the practice of investigation by teachers into their contexts is considered to have a facilitative effect in enabling a better understanding of their work. In this regard, a recent study conducted by OECD (2019) confirms the support and efforts that urge teachers to be research-engaged by arguing that “teachers are expected to have a deep and broad understanding of what they teach and students they teach. They are also expected to understand research-theory-practice nexus and to have the inquiry and research skills to become lifelong learners” (p. 26). Along the same lines, a large and growing body of published studies (Burnaford, Fischer & Hobson, 2001; Dana & Yendol-Silva, 2003; Freeman, 1998; Hanks, 2019; Kincheloe, 2012; Xerri & Pioquinto, 2018) not only in the context of ELT but also in other fields emphasize the role and necessity of viewing teachers as researchers for various reasons.

Much of the current literature on teacher research in the field of English language teaching (ELT) pays particular attention to its relationship with continuous professional development (CPD). The reason why teachers are encouraged to do CPD activities in the field does not simply stem from insufficient pre-service education (Richards & Ferrell, 2005). CPD is necessary because it is unlikely for teachers to get hold of all the knowledge and the experience that they will need in their particular teaching settings during their pre-service education. Besides, “the knowledge base of teaching constantly changes” (Richards & Farrel, 2005, p. 1). For these reasons, some preparatory programs of universities in Turkey, for instance, obligate teachers to complete at least one CPD activity every year among given options that include doing research. As a matter of fact, a network of teacher researcher community seems to have emerged at different English language preparatory schools of universities based in Turkey (“Teacher-Research in Turkey”, n.d).

Doing research is promoted with the idea that it enables teachers to assume the control of their own development (Atay, 2006; Borg, 2017; Bush, 2017; Xerri &

Pioquinto, 2018). Teacher research is also suggested for instructional development on the grounds that peculiar needs of students and solutions can only be addressed by teachers in their own particular classrooms. This perspective has also infiltrated into schools and their policies such that “courses such as reflective teaching, classroom research, and action research are now standard courses in many L2 teacher education and teacher development programs” (Tsui, 2005, p. 29). As a result, teachers’ engagement in research is growing in different countries worldwide (Smith, 2020). The surge of interest in teacher research continues both in Turkey and around the world as not only theoretical discussions but also inquiries made by teachers find themselves a place in publications (see Barkhuizen et al., 2018; Burns et al., 2017; Dikilitas et al., 2015; Dikilitas et al., 2016; Etherington & Daubney, 2017; Mackay et al., 2018; Lidice et al., 2019) supported by the international association of teachers of English as a foreign language.

1.2 Statement of the problem

Extensive empirical research (Allison & Carey, 2007; Altınsoy & Birgün, 2016; Borg, 2013; Borg & Liu, 2013; Çelik, 2017; Karakaya, 2015; Kutlay, 2013) has been conducted both in Turkey and around the world to study the interface between research and practice in several aspects such as teachers’ conception of and attitude to research. However, Wyatt and Dikilitas (2016) point out that “the notion of TRE [teacher research efficacy] beliefs remains as yet unexplored as a separate construct in the literature” (p. 554). In a similar line, Boran (2018) concludes her study by pointing to a knowledge gap regarding English teachers’ research efficacy beliefs. Reyes-Cruz et al. (2018) argue that it is rarely explored in the field of foreign languages. Therefore, it can be argued that beliefs of teachers in their efficacy to conduct research have not been treated in much detail in the field despite the need for empirical evidence indicated by researchers such as Boran (2018), Wyatt and Dikilitaş (2016).

From formulating research questions to analyzing the data, teacher research involves a series of steps that require the development of certain knowledge and skills. Borg (2006) argues that teachers might abstain from research engagement when they do not possess such skills or lack the requisite knowledge. With similar concerns in mind, more recent attention in the field has focused on the provision of support for teachers in their initiatives to do research (Rahimi & Weisi, 2018). A recent book (Xerri & Pioquinto,

2018) focuses exclusively on how engagement in research can be supported among English teachers. However, Bandura (1997) argues that the provision of training to develop skills per se will produce little effect if people have self-doubt about their efficacy. With that in mind, a number of researchers (Smith et. al., 2014; Padwad, 2018; Reyes-Cruz et. al., 2018) underline the importance of perceived beliefs of adequacy as a factor that influences teachers' engagement in research. In a study (Wyatt, 2016) conducted among English instructors working at a foundational university in Turkey, it is reported that English instructors express a concern of uncertainty in their ability about undertaking the tasks involved in doing research. In this regard, the study of teacher perceptions and beliefs about their efficacy in research is an area about which we need to gain deeper insights to obtain a more comprehensive understanding of this issue. This indicates a need to understand the various perceptions, sources, and reasons of efficacy that exist among English teachers for doing research. This study seeks to explore and give an account of the research self-efficacy beliefs among English language instructors at tertiary level in Turkey. To do this, it will be investigated in an English preparatory school of a foundational university based in Istanbul.

1.3 Purpose of the study

The main purpose of this study is to investigate teacher research self-efficacy beliefs of English instructors working at a university's English language preparatory school (ELPS). For this purpose, the main research questions of this study are posed as follows:

1. What are the teacher research self-efficacy beliefs of instructors working at an English language preparatory school of a foundational university?
2. How do self-efficacy beliefs for research relate with
 - a. highest qualification (BA/MA)
 - b. experience in teaching
 - c. MA in ELT
3. What reasons do instructors provide for their research self-efficacy beliefs?

1.4 Significance of the study

The issue of teacher research has received considerable attention in recent years and many studies have revealed important contributions to the understanding of its perception and practice among teachers. However, only few studies (Boran, 2018; Wyatt & Dikilitaş, 2016) have so far been found that specifically focus on self-efficacy for research among teachers employed in the field of ELT in Turkey. Boran (2018) suggests that there is a need for further investigation of the issue in different contexts. This study aims to add data which will hopefully contribute to that area through exploring self-efficacy beliefs for research among instructors who work at an ELPS of a foundational university in Turkey.

Examining self-efficacy to identify the strengths and weaknesses for research is important for teachers working at the ELPS where this study will be conducted because doing research is provided as one of the CPD options that teachers are required to complete every year. It can be argued that self-efficacy for research is an important component of TR since it plays a key role in determining to what extent, by what means and under what conditions teachers can be research engaged. Relevantly, most universities require teachers to have MA degree with a thesis completed due to recent regulations in recruitment at tertiary level in Turkey. Teachers who do not have such a qualification have started to seek to attend MA programs and to conduct research because it endangers the possibility of changing their jobs. In the case of part-time teachers who lack such a qualification, it terminates the possibility of having a full-time contract and poses the risk of working in precarious conditions. Faghihi et. al., (1999) reported that research self-efficacy has a significant contribution to progress in dissertation. Therefore, investigating teachers' research self-efficacy in this context has the potential to reveal whether teachers feel efficacious or not about undertaking research tasks. In the case of the latter, it has the potential to offer insights regarding in which research tasks they do not feel efficacious and need support.

1.5 Assumptions

The following assumptions has been made in the study.

- Feeling capable to conduct research is important and decisive for instructors to start and persist in doing research.

- The more efficacious instructors feel about doing research the less avoidance behaviour they would show.
- Instructors provided truthful answers both in the questionnaire and during the interviews.

1.6 Limitations

The most important limitation of the study is that it will be relevant for participants within the study. Therefore, generalizability is subject to certain limitations since convenience sampling is used and instructors only from one university has been included. Therefore, the number of participants will remain small to be representative of other contexts.

It is beyond the scope of this study to investigate and address in detail all of research and practice interfaces such as the conceptions of research or motivation for research. These issues are suspended in an effort to focus on self-efficacy beliefs for research.

The reader should bear in mind that the study relies on a self-report technique. The study does not attempt to provide a comprehensive analysis of actual competence in research. Rather, it focuses on personal beliefs of efficacy, as self-efficacy is comprised of personal beliefs about such competence (Ismayilova & Klassen, 2019).

1.7 Definitions of Terms

While a variety of definitions have been suggested for the term *teacher research*, this study will use the definition suggested by Borg (2010) who has conceptualized it as follows:

a systematic inquiry, qualitative and/or quantitative, conducted by teachers in their own professional contexts, individually or collaboratively (with other teachers and/or external collaborators), which aims to enhance teachers' understandings of some aspect of their work, is made public, has the potential to contribute to better quality teaching and learning in individual classrooms, and which may also inform institutional improvement and educational policy more broadly. (p. 395)

The term *teacher inquiry* will be used interchangeably with teacher research.

Throughout this study, the term *research engagement* will be used to refer to doing, reading and using research (Borg, 2013).

While *engagement in research* is used to refer to doing research, *engagement with research* means reading and utilizing research publications (Borg, 2013).

Teacher research efficacy beliefs can be defined as the perceived personal estimation of capability about undertaking and performing tasks related to teacher-research. Similar terms that emerged across the literature review such as *efficacy in research*, *research self-efficacy beliefs*, *self-efficacy beliefs for research* will be used interchangeably with *teacher research efficacy*.



CHAPTER 2. LITERATURE REVIEW

The purpose of this chapter is to review the literature on teacher research. The chapter is divided into two main sections, teacher research and self-efficacy beliefs.

2.1 Teacher research

2.1.1 Overview

Most books and studies (Boran, 2016; Borg, 2013; Dana & Yendol-Silva, 2003; Freeman, 1998; Lankshear & Knobel, 2004; Mohr et al., 2004; Ritchie, 2006; Xerri & Pioquinto, 2018) that have been written on teachers' research engagement have a section relating to a major issue, which concerns the features considered in framing the definition of teacher research (TR). Yet still, there isn't a broad consensus about its definition (Bush, 2017). Apparently, inquiries made by teachers have been identified with a myriad of terms that include different combinations of labels such as teacher, research, inquiry, collaborative, action, etc. The definitions of TR have been varied as a result of differing opinions on its method, purpose, dissemination, agency, and setting. With these being said, the definition provided by Borg (2010) is adopted for this study as it is developed with the aim to include all these parameters used in its discussion. Accordingly, TR can be defined as follows:

A systematic inquiry, qualitative and/or quantitative, conducted by teachers in their own professional contexts, individually or collaboratively (with other teachers and/or external collaborators), and which aims to enhance teachers' understandings of some aspect of their work, is made public, has the potential to contribute to better quality teaching and learning in individual classrooms and which may also inform institutional improvement and educational policy more broadly. (Borg, 2010, p. 395)

To begin with, it is suggested that teachers themselves conduct the inquiry. Thus, the term TR does not refer to studies conducted on them (Nunan, 2018). Rather, it means that teachers are the agents and not the objects of the research. TR might also be conducted in collaboration with colleagues (Atay, 2006; Borg, 2017) and even learners (Baumann & Duffy, 2001; Nunan, 2018).

Another emphasis is placed on the setting where teachers carry out their inquiries. It is underlined that teachers conduct research in their own professional contexts (Borg, 2013). It is influenced from this context and in turn influences it as TR depends on, is relevant and responsive to its context (Mohr et al., 2004). It is also proposed that TR can be conducted under a formal program such as MA (Borg, 2018; Lankshear & Knobel, 2004). Yet, in such cases “the purpose or objects of teacher research must flow from the authentic (*felt*) questions, issues and concerns of *teachers themselves*” (Lankshear & Knobel, 2004, p. 8). With this in mind, Borg (2017) argues for the total exclusion of studies from being considered TR if they are conducted by teachers in contexts other than their own.

The fundamental concept that underlies TR is the fact that it is a systematic study (Borg, 2013; Lankshear & Knobel, 2004; Mohr et al., 2004). It is systematic in that it involves a number of stages. In this regard, Lankshear and Knobel (2004) suggest six general features:

- a research question
- an appropriate research design
- informing the research question to tackle it
- gathering data
- analysis and interpretation
- making the study public

As a matter of fact, Lankshear and Knobel (2004) discuss TR in the light of features that must exist in any type of research. On the other hand, Boran (2016) provides a more detailed guideline for each stage in TR:

- identifying a problem by reflecting on one’s own teaching,
- searching for information through reflection and self-criticism, discussing with colleagues, reading forums, and reviewing the literature about the issue in question,
- deciding on activities or designing the action for the solution of the problem by considering the level, age, interests, curriculum and atmosphere of the class,

- observing and gathering data through detailed field notes, interviews with students, unofficial negotiations during activities etc.,
- doing analysis through calculations or verbal analysis, descriptive or content analysis,
- reporting the results and reflecting both on the process and on teaching

The third step suggests that action research (AR) and TR are considered as the same terms used as a substitute for one another. However, others (Freeman, 2018; Nunan, 2018) point to procedural differences between them. For example, Freeman (2018) argues that teachers try out various forms of an activity and compare the results of them in AR. In this sense, AR involves an intervention during the process of the inquiry (Nunan, 2018). This is one of the core concepts that underlies it along with its cyclical methodology. TR does not necessarily involve an intervention (Borg, 2013; Nunan, 2018). Besides, Check and Schut (as cited in Karakaya, 2015) argue that TR does not have to be designed through a cyclical methodology, either. Rather, in TR, “the overall approach uses conventional research techniques and procedures to make meaning from participants’ experiences” (Freeman, 2018, p. 28). Nunan (2018) suggests that TR is mostly conducted as a naturalistic inquiry which is predominantly based on observation. There also seems to be a consensus that TR predominantly makes use of qualitative data (Borg, 2013; Kincheloe, 2012; Nunan, 2018; Lankshear & Knobel, 2004). However, Lankshear and Knobel (2004) also draw attention to the potential benefits of using quantitative data. Nunan (2018) mentions that teachers might use quantitative data from student exams and demonstrates how qualitative data can be turned into numerical data. As regards data collection in TR, Freeman (1998) gives the following list:

- journals, diaries and teaching logs
- document collection
- observation to watch and note classroom events and interactions
- field notes
- audio and video recordings, simulated recalls
- surveys, questionnaires
- interviews and discussions

All in all, Nunan (2018) argues that the forms of data collection are practically limitless.

While Freeman (2018) and Nunan (2018) aim to explain the differences between AR and TR, others (Borg, 2018; Bush, 2017; Karakaya, 2015; Ager & Salas, 2020; Smith et al., 2014) consider TR as a term that subsumes all forms of research procedures teachers can undertake. For example, Smith et al. (2014) propose that “teacher research is an umbrella term that comprises various possible modes of teacher inquiry” (p. 115). Noffke (1997) acknowledges that despite having overlapping features with AR, works undertaken under the label of TR adopted a wide variety of research procedures. This includes AR as well (Smith et al., 2014). Along the same lines, Borg (2013) considers that, theoretically, there aren’t any restrictions as to what procedures teachers can employ in their inquiries. Therefore, TR will be used to refer to all systematic research procedures that teachers can undertake in their own teaching settings – whether they conduct research on issues inside their classrooms or outside in their schools and whether they adopt a cyclical (iteration of activities), interpretive (using qualitative data) or psychometric (using quantitative data) procedures.

A related issue is for what purposes TR is conducted. In this regard, Nunan (2018) reports two primary reasons:

- a problem which arises out of professional practice and which creates a pressing concern for its solution,
- curiosity that emerges as an intuitive puzzlement about an issue for which there is a lack of comprehensive understanding.

In other words, the purpose of TR might be instrumental or conceptual. It is instrumental in that it usually incorporates implementing an instructional modification in teaching to trace its impact (Hobson, 2001) and applicability (Boran, 2018). Apart from that, TR might also be conceptual. For example, Burnaford (2001) argues that TR does not necessarily have to be about practice in the classroom. “Sometimes research focuses on personal or intellectual growth for teachers, which may or may not be immediately reflected in classroom events” (Burnaford, 2001, p. 72). Therefore, TR is a tool for deliberate learning (Atay, 2006). It is instructive as teachers collect information and learn from relevant stakeholders (Baumann & Duffy, 2001).

Reporting the results to make the inquiry public is also regarded as an essential component by various authors (Boran, 2016; Borg, 2013; Dana & Yendol-Silva, 2003,

Freeman, 1998; Lankshear & Knobel, 2004; Nunan, 2018). Making the study public refers to all forms of sharing inquiries so that others could take advantage of them and which by default includes oral forms such as presentation to colleagues in an in-service workshop or written forms such as posters, articles or web entries.

To conclude, Baumann and Duffy (2001) identify five general features of TR as follows:

1. TR is instigated by issues which they experience in their own professional settings themselves (Questions from Within).
2. The questions teachers ask remain open to change as teachers plan and conduct their inquiry (Question Evolution).
3. Teachers gather information from not only texts but also collaboration and dialogue to give a direction to their investigations (Theoretically Driven).
4. Research engagement enables teachers to construct their own theory of practice and learning (Theoretically Productive).
5. Teachers examine their work through self-introspection (Reflective).

2.1.2 Teacher research in retrospect

The historical perspectives (Bush, 2017; see also Boran, 2016; Borg, 2013; Ritchie, 2006) written to trace the development of TR refer to the studies of several leading figures ranging from Lewin (1946) to Stenhouse (1975) and Schon (1984). The core concepts that drive their understanding of research can be summarized as the need to be responsive to professional contexts, to address local problems by respecting their peculiarity and to include relevant people to the process of investigation.

With this in mind, a large body of literature (Boran, 2016; Borg, 2013; Bush, 2017; Karakaya, 2015 Ritchie, 2006) points to the work of Kurt Lewin (1946) as one of the earliest studies that informs TR. In fact, Lewin aimed to promote AR. The reason why studies on TR specifically refer to his work is because AR and TR have joint characteristics and dates to similar historical origins (Noffke, 1997). Lewin (1946) suggests a method that progresses “in a spiral of steps each of which is composed of a circle of planning, action, and fact-finding about the result of the action” (p. 38). Besides, the inclusion of groups and members from the society to the execution of research to deal with problematic issues was essential for him. While the basic idea behind following such

a cyclical process is ensuring a more comprehensive understanding by achieving a closer proximity to truth, the purpose behind including people is to contextualize the whole process rather than rely on statistical methods (Somekh & Zeichner, 2009). In this way, he aimed to effect a change and make a difference for the parties involved.

In addition to Lewin's work, Stephen Corey has also been considered by several authors (Borg, 2013; Noffke, 1997; Somekh & Zeichner, 2009) as a pioneering figure because of his studies on teachers' engagement in research. Noffke (1997) argues that the basic premise that drives Corey's understanding of teachers' engagement in research was *learning* with a particular stress on *doing*. "The profession of teaching involved understanding one's work, but in order to *act on* that knowledge" (Noffke, 1997, p. 317). Likewise, Somekh and Zeichner (2009) point out that Corey's perspective rests on the idea that teachers need to be responsive to their surroundings and changing conditions.

After these beginning studies of AR, there was an intermittent period where such studies almost came to a halt until their reappearance as teacher-researcher efforts in 1970s due in large part to attempts in reforming education (Borg, 2013; Noffke, 1997). Stenhouse is seen as a leading figure in terms of attempts to reform education and promote teachers' engagement in research. Stenhouse (1975) discusses challenges and strategies for facilitating and promoting a process-based curriculum that rests on the investigation of classrooms by teachers so that they can develop their own principles in relation to their practice. In other words, he believed that it is up to teachers to evaluate and make their own decisions about what practice is more useful. This is a challenge that can be addressed within the local setting of the classroom, as the nature of one classroom will inevitably differ from another, even in contexts that on the surface seem rather similar.

For Stenhouse (1975), professionalism does not depend on prior knowledge or training, but it involves self-examination and self-critique for self-development and educational improvement. He highlights the need for systematic self-examination because development is best achieved through criticism of practice rather than establishing pre-determined goals. For this reason, he aimed to foster a tendency among teachers to subject their own instructional ideas into systematic examination rather than comply with the techniques of teaching methods proposed as a logical result of university-based educational research (Bush, 2017). He promoted teachers' engagement in research with

the aim to synthesize the information gathered from their studies so that educational policies can be informed through a bottom-up approach in contrast to top-down approaches (Bush, 2017; Somekh & Zeichner, 2009). To that end, teachers must have three essential characteristics.

- 1) The commitment to systematic questioning of one's own teaching as a basis for development
- 2) The commitment and the skills to study one's own teaching
- 3) The concern to question and to test theory in practice by the use of those skills. (Stenhouse, 1975, p. 144)

In his book, he identifies two directions that TR should take. Firstly, a research tradition that is accessible to teachers must be developed and secondly, this research tradition must contribute to teaching.

The perspectives of Stenhouse and the efforts that aim to promote teacher-research have their roots in the developments that led to the end of behaviourism and to the emergence of sociocultural/cognitive perspectives (Bush, 2017). A proposal made within sociocultural/cognitive perspective is that learning is a social phenomenon and knowledge is structured through interaction. Learners have the capability to seek answers on their own and create knowledge. In the light of these perspectives, a number of reforms in education were proposed (Bush, 2017). For instance, the proponents of experiential learning argued that “learning moves from concrete experience to reflective observation, then to abstract conceptualization and active experimentation. The process is cyclical, with the active experimentation being the concrete experience of the next cycle” (Bush, 2017, pp. 116–117). As a result, reflection started to be considered as an essential constituent of learning and decision-making processes of teachers. Reflection is distinguished from a simple process of thinking.

- 1) Reflection is a meaning making process
- 2) Reflection is a systematic, rigorous, disciplined way of thinking, with its roots in scientific inquiry
- 3) Reflection needs to happen in community, in interaction with others
- 4) Reflection requires the attitudes that value the personal and intellectual growth of oneself and others. (Rodgers, 2002, p. 845)

Reflection enables teachers to identify, confront, and deal with issues arising in their professional practice by appropriating them either as new information or by incorporating them to their prior knowledge (Ritchie, 2006). In his seminal work on reflection, Schon

(1984) argues that “research is an activity of practitioners. It is triggered by features of the practice situation, undertaken on the spot, and immediately linked to action” (p. 308). Similar to the proposals of Stenhouse (1975), the underlying assumption of this statement is the particularity of professional settings. With this in mind, a considerable amount of literature in the field of ELT (Boran, 2016; Borg, 2013; Kumaravadivelu, 2006; Padwad, 2018; Ritchie, 2006) draws on this assumption to build a theoretical position for TR as these approaches are interpreted as a model for teachers’ learning and CPD (Bush, 2017).

In ELT, initial studies on TR can be traced to 1980s (Borg, 2013). These studies had a focus on how to enhance instruction through AR procedures (Reyes-Cruz et. al., 2018). They stemmed as a response to teaching methods which had the implication that they provide solutions to all instructional issues (Allwright & Bailey, 1991). “By the 1990s, excellence in teaching was realized as coming from expertise and experience more than compliance to a set of techniques” (Bush, 2017, p. 119). As a result, the notion of method started to decline in importance and proposals emerged arguing that language education must be context-specific by developing situational understanding of the teaching and learning context (Kumaravadivelu, 2006). Therefore, two notions started to gain prominence. Along with the idea of finding solutions to teaching problems in particular settings, increasing emphasis has been placed on teacher cognition and teacher autonomy. For example, Kumaravadivelu (2006) argued that “they [teachers] ought to be enabled to theorize from their practice and practice what they theorize” (p. 173). Initial studies based in classrooms were largely conducted by external researchers, but this laid the foundation for the inevitable transformation of classroom research into an activity conducted by teachers themselves (Borg, 2013). Hence, the term teacher research in the field of ELT has become more prominent and developing the confidence of teachers in their investigative capabilities has become more significant.

To conclude, the historical roots of TR in ELT dates back to the first studies of AR which also establishes its predominant methodology and conception. The idea of teacher research in the field was also triggered by the discontent regarding the fruitless exploration for a global method (Borg, 2013). TR gained prominence as a result of the developments in cognitive/constructivist ideas of learning as well as ideas of reflection on teaching and learning (Bush, 2017). Another central concept behind TR is the self-

direction of learning (Kumaravadivelu, 2006) and autonomous CPD (Atay, 2006; Borg, 2017; Bush, 2017). This continues to be the underlying premise of TR (Bush, 2017).

2.1.3 Teacher research as an activity for CPD

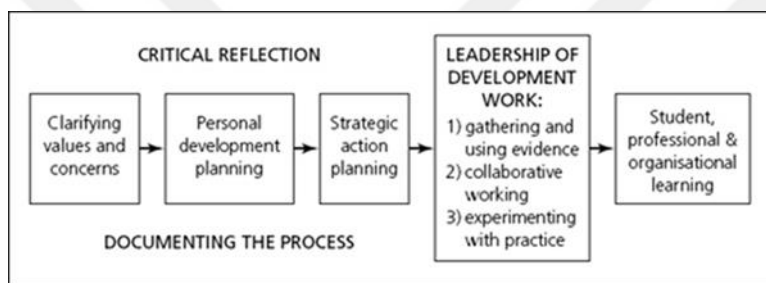
CPD is suggested for teachers in ELT around the world (Borg, 2015). The approaches proposed to underpin the conceptual framework of TR as a CPD option start by criticizing the training transmissive model (Borg, 2015), which is labelled by Atay (2006) as outside-in approach and by Kumaravadivelu (2006) as top-down approach. Accordingly, much of the CPD activities in the field take place as one or several sessions of in-service trainings (INSETs) which are not always organized and delivered with the consideration of teachers' knowledge, beliefs and needs (Atay, 2006). Teachers do not have an active role in these trainings as they are expected to receive the information provided passively (Kostoulas, 2018). In other words, teachers aren't given much opportunity to offer input, thus their contributions remain restricted (Smith et al., 2014). This might develop the tendency among teachers to downplay their own knowledge and rely on external trainers for their own professional growth (Borg, 2015). These trainings are not always integrated with teachers' own classrooms as they adopt a one-size-fits-all approach, they do not take classroom-specific issues into account and therefore do not have a long-lasting impact (Smith et al., 2014). Indeed, the content of these INSETs are sometimes so disconnected from the realities of the teaching context that tensions arise between teachers and the presenters of the INSET sessions. As a result, there has been an increasing discontent with the transmissive model to CPD around the world in the field (Borg, 2015).

In contrast to the transmissive training model, the transformative model proposes a shift where learning takes place through activities carried out by teachers themselves (Borg, 2015). Among many other CPD activities (such as peer observation) that can be undertaken by teachers, TR emphasizes the empowerment of teachers so that they recognize themselves as professional individuals who are able to seek solutions to the issues that arise as part of their work (Smith et al., 2014; Xerri & Pioquinto, 2018). In a nutshell, TR as a CPD option promotes the role of teachers as active producers of information (Kostoulas, 2018). Apart from this, teachers produce their own information from their own classrooms about issues directly related to their work (Smith et al., 2014).

Therefore, it is argued that it is contextually more relevant than INSETs as it is embedded with the teaching setting (Borg, 2015).

In addition to fostering personal and professional development, TR is also conceived as a collective activity for school improvement (Borg, 2013). For example, Durant and Holden (2006) state that teacher inquiries can contribute more if they prioritize capacity of leadership for school improvement instead of simply aiming a change in individual classroom practice. In this regard, they propose the following framework to illustrate teachers’ leadership of learning and change for school improvement.

Figure 1: A framework for teacher-led development work



Adapted from “Teachers Leading Change: Doing Research for School Improvement,” by Durrant, J., & Holden, G., 2006, Thousand Oaks, CA: Sage Publications, p. 55

Accordingly, leading a change is a systematic activity. Ager and Salas (2020) argue that “this distinguishes TR from speculation and gives weight to any ensuing pedagogical decisions” (p. 8). For Dikilitas (2016), this has potential impact on three major areas which can be listed as core impact, immediate impact and peripheral impact. Core impact refers to personal cognitive changes. Dikilitas states that these include awareness, self-efficacy, motivation and attitude for doing research. Immediate impact refers not only to the effect on instructional practices of teachers but also to the effect of these practices on learners. Finally, Dikilitas proposes that peripheral impact refers to the effect of research engagement at a school level such as changes in curriculum and changes beyond the school such as the promotion of the university at a national and international level. Empirical research on TR seems to have confirmed these proposals regarding potential benefits and impact areas. In fact, the benefits of TR have been discussed extensively in

the literature (Atay, 2006; Borg, 2013; Bush, 2017; Coombe & Sheetz, 2015; Mohr et al., 2004; Wyatt, 2016) in accordance with the three impact areas that Dikilitas suggests.

A study (Wyatt, 2016) conducted in Turkey draws attention on the benefits obtained by teachers. Teachers developed a critical and analytical outlook on their own practice and an enhanced capability in assessing, observing and questioning teaching. In another study, Atay (2006) reports that TR increases the enthusiasm for the job. Coombe & Sheetz (2015) mention that teacher researchers report a reduced level of disappointment and solitude. Smith (2020) states that teachers become more committed to their jobs. In this regard, achievement of research seems to contribute to the professional identities of teachers (Atay, 2006). Some studies have also revealed that engaging in research develops teachers' efficacy in research. For example, TR develops competence in data collection and analysis (Mohr et al., 2004). Dikilitas (2016) mentions how a TR project conducted by instructors at a foundational university based in Turkey facilitated the progress of teachers to seek further engagement in research through MA programs. Reports of positive impact on attitudinal barriers to a variety of issues have also been put forward. For example, Bush (2017) argues that TR is more likely than external reforms to change the settled assumptions of teachers. It is facilitative in terms of adapting to new ideas (Coombe & Sheetz, 2015). Likewise, Mohr et al. (2004) reports that engagement in research changed teachers' perception of research as they started to consider research as a tool for learning. "They viewed research as a way of learning, errors as useful data, and teaching as a process of conducting research" (Mohr et al., 2004, p. 166). Benefits obtained by learners have also been documented. In Wyatt (2016), it is reported that learners have gained new cognitive and linguistic abilities, the curriculum has been modified as a result of the discovery of student needs and teachers have established an enhanced relationship with students. This becomes possible because engagement in research enables teachers and students to share ideas about learning (Smith, 2020). In this sense, it promotes the dialogue among relevant stakeholders. The benefits of TR at schools formed the central focus of the study by Mohr et al. (2004). They report that teachers engaging in research established learning communities within their working environment. A reciprocal relationship developed between teacher researchers from different schools who not only shared their results with each other but also provided assistance in CPD activities. Teachers also started to consider the school in

its entirety which led to the acknowledgement of the need for collaborative efforts to enhance professional practice and learning in the school.

2.1.4 Obstacles and conditions for TR

Despite the numerous benefits mentioned in the literature, it should be noted that certain conditions must be fulfilled to make teachers' engagement in research feasible. According to Borg (2018), the right conditions that are needed for TR to become viable as CPD option must be discussed in terms of time, teachers' beliefs about research, perceptions of their technical competence and support available to them.

Time is often reported as a constraining factor by teachers (Coombe & Sheetz, 2015). This is a recurring theme in several studies (Allison & Carey, 2007; Atay, 2006; Boran, 2018; Borg, 2013; Çelik & Dikilitaş, 2015; Han, 2017; Hemmings, 2012; Reyes-Cruz et al., 2018) conducted both in Turkey and elsewhere. For example, in Atay (2006), teachers reported that the main challenge they faced was time as their workload hasn't been reduced. Similarly, teachers reported time as the main reason why they don't do research in Borg (2013). As a result, it is argued that this challenge can be addressed by giving teachers some time off (Atay, 2006), reducing their workload (Borg, 2018) or providing time management training (Hemmings, 2012). Other possible solutions include aiming to conduct small-scale studies, the encouragement of collaboration among teachers, or blending TR into common activities (such as group work discussion) used in the classroom (Borg, 2018; Çelik & Dikilitaş, 2015).

An intractable issue that needs to be addressed is the beliefs that teachers hold in relation to research (Borg, 2018; Padwad, 2018). As studies (Altınsoy & Birgün, 2016; Borg, 2013; Çelik, 2017; Kutlay, 2013) about teachers' conceptions of research indicate, most teachers associate research with positivistic notions such as generalizability, a large sample, statistical analysis, collecting large amounts of information etc. This inevitably results in the belief that research is a difficult activity. Therefore, teachers might have attitudinal barriers or non-functional attitudes towards engagement in research which undermines the belief in their efficacy to undertake research tasks (Reyes-Cruz et. al., 2018). Even worse, they might undervalue teacher inquiries unless they have the abovementioned characteristics (Padwad, 2018). In this sense, it is often argued that the discussion of definition and objectives in TR (Borg, 2018; Padwad 2018) or the

introduction of research traditions that place an emphasis on local inquiries (Kutlay, 2013) might provide a means to dispel the adversities caused by teachers' conceptions of research.

An important obstacle that might hinder TR is lack of technical competence. Teachers view research as a challenging activity (Reyes-Cruz et. al., 2018). It is a common feeling due to lack of relevant training or qualifications (Padwad, 2018), inefficient training, personal beliefs of ineptitude (Reyes-Cruz et. al., 2018) and lack of research experience (Çelik & Dikilitaş, 2015). Smith (2020) states that teachers usually need assistance in the following:

- developing research questions
- choosing the topic of the inquiry and its method
- analyzing the data
- determining how to present results

Other studies portray comparable issues. In an analysis of the challenges ELT teachers experienced in a project where they were engaged in research, Han (2017) lists the following issues:

- lack of research knowledge among teachers who have a different academic background
- lack of capability in developing research questions, and initiating the research
- lack of capability in analyzing the data

Teachers might be having difficulty in these research tasks because they do not learn enough or do not learn anything at all about TR during preservice studies. Similar issues as mentioned above have been experienced by teachers attending the MA program for which this study is being conducted. The difficulties in formulating research questions (i.e., determining the problem or topic of inquiry), for instance, seems to be stemming from not only lack of relevant training but also from lack of in-service TR culture at schools or universities where these teachers are working. Similarly, Padwad (2018) reports that while teachers do not find data collection challenging, they state that they experience difficulties in designing the general outline of the study, developing research questions, and analysis. Although Padwad (2018) states teachers do not find data collection challenging, Çelik and Dikilitaş (2015) reported that selection of data

collection tools was one of the most difficult aspects for teachers in their study. Teachers in Allison and Carey (2017) stated that they lacked confidence in methodology. This is a recurrent theme in several studies (Boran, 2018; Borg, 2013; Çelik & Dikilitaş, 2015). On the other hand, while teachers in Allison and Carey (2007) felt competent in dealing with literature review, they reported deficiencies in research design, statistical analysis, process of publication and doing research without the support of an expert.

In this sense, an issue that impacts teachers' engagement in research is the extent of available support. In a study where Atay (2006) provided support for teachers doing research as a CPD activity, teachers reported that they would not be able to continue their research without the support they received. She states that more teachers would have submitted their reports if she had provided more help especially in data analysis. Therefore, it could be argued that lack of familiarity in methodological issues might lead to drop out. Allison and Carey (2007) stated that teachers who even have MA degrees were reluctant to engage in research without help. Thus, it is argued that TR is likely to be more effective if teachers receive scaffolding (Smith et al., 2014). Mentors can provide help in technical issues, particularly in data analysis, to overcome the initial feelings of anxiety and uncertainty of teachers (Çelik & Dikilitaş, 2015). Support can also be at the institutional level in the form of access to resources, equipment etc. because lack of institutional support is likely to inhibit the perception of teachers regarding their capability to cope with research related tasks (Reyes-Cruz et. al., 2018). Besides, it should be underlined that the efforts that aim to provide support should also take the alteration and/or the reinforcement of perceived efficacy beliefs into account because Bandura (1997) proposes that the provision of strategies, knowledge and skills is not sufficient for people to consider the tasks they undertake as surmountable unless they believe in their own efficacy to accomplish them. This suggests support given to people need to be complemented with reassurance of personal efficacy through different means.

2.2 Self-efficacy beliefs

Self-efficacy is a notion developed as part of the social cognitive theory by Bandura (1977, 1986, 1997) who places an emphasis on internal/cognitive processes in behavior regulation. Bandura (1986) uses the term self-efficacy with reference to "people's judgements of their capabilities to organize and execute courses of action

required to attain designated types of performances” (p. 391). In a nutshell, Bandura (1986) proposed it is imperative for people to consider themselves capable in the management of their thought, feelings and actions in order to commit themselves to undertake tasks and persevere during their execution. In other words, self-efficacy is a variable that reveals the cause of behavioural difference among individuals in cases where they have more or less equal level of knowledge and skills (Jabbarifar, 2011). In this regard, Bandura (1977) lists *choice behaviour* and *coping behaviour* to demonstrate how self-efficacy beliefs impact behaviour. While choice behaviour clarifies why people engage in or avoid a specific task, coping behaviour refers to what extent people will devote effort and remain on task. In the measurement of perceived personal efficacy, “they [participants] rate the strength of their belief in their ability to execute requisite activities” (Bandura, 1997, p. 43). Hence, questionnaire items are formulated as *I can do* expressions.

Bandura (1997) proposes four distinct sources for self-efficacy beliefs which include enactive mastery experience, vicarious experience, verbal persuasion, and physiological/affective states. In the first one, a prior achievement in a given task is predominantly the most decisive reason that leads to a change in judgements of personal efficacy (Bandura, 1977). In other words, the successful completion of a task which was considered to be menacing in the beginning contributes to the improvement of self-efficacy beliefs as those individuals come to believe that they will be able to perform successfully in the future (Tschannen-Moran et al., 1998). However, failure or premature abandonment in the task impairs self-efficacy as it leads to the belief that if the same task is attempted, the outcome will not be successful.

Another source for self-efficacy beliefs is vicarious experiences which refer to the observation and comparison of oneself with others who share similar characteristics such as classmates, teachers or colleagues in initiatives to undertake and accomplish a task (Bandura, 1997). In other words, “vicarious experiences are those in which the skill in question is modelled by someone else” (Tschannen-Moran et al., 1998, p. 211). Whereas observing similar others accomplish a task increases self-efficacy, their failure deteriorates the perceived efficacy of the observer.

The third source for self-efficacy beliefs is verbal persuasion which refers to the encouragement received by significant others (Bandura, 1997). While feedback that emphasizes trust in the competence of individuals increases self-efficacy beliefs and their coping behaviour, unfavourable performance feedback is likely to be discouraging and undermine efficacy beliefs.

Finally, the last source Bandura (1997) mentions as an indicator of perceived efficacy beliefs is physiological and affective states. Adverse emotional and physiological arousal (fear, anxiety, shaking, sweating) experienced by an individual have the potential to impair his or her perceived strength to undertake a task in contrast to individuals who are not influenced by them. Modelling is a potential strategy to eliminate adversities such as fear because it teaches effective coping skills to deal with intimidating tasks.

Together with their sources, a related and important issue that needs to be addressed about self-efficacy beliefs is the relationship between contextual factors and the judgement of individual capability. Conditions of the environment in which a given task is to be executed exerts an influence on perceived personal efficacy. Tschannen-Moran et al. (1998) make a similar argument:

Both self-perception of teaching competence (including an assessment of internal resources and constraints) and beliefs about the task requirements in a particular teaching situation (including an assessment of resources and constraints external to the teacher) contribute to teacher efficacy and to the consequences that stem from efficacy beliefs. (p. 233)

In a nutshell, the interplay between personal appraisal of capability (competence) and the demands of the particular context (contingency) is the ground on which the evaluation of self-efficacy beliefs for a given task is based. Recent studies on teacher efficacy have increasingly narrowed down their scope to focus on teachers' competency judgements about undertaking specific tasks (Wyatt & Dikilitaş, 2016). This includes judgements of teachers regarding their capability to undertake research tasks.

2.2.1 Research self-efficacy beliefs in L1 contexts

Research self-efficacy can be defined as the perceived personal estimation of capability about undertaking and performing research tasks. There is a large volume of published studies (Bailey, 1999; Bieschke, 2006; Hemmings, 2012; Ismayilova & Klassen, 2019; Pasupathy & Siwatu, 2014) in L1 contexts that focus on research self-

efficacy of faculty members. The efficacy levels reported in these studies range from low to very high. While Bailey (1999) reports low to moderate efficacy levels according to varying factors such as gender, faculty etc., the results in others (Ismayilova & Klassen, 2019; Pasupathy & Siwatu, 2014) were very high. To illustrate, Bailey (1999) used a 7-point Likert scale to study the research self-efficacy and motivation of the academic staff at a university in Australia. Bailey (1999) found that members of accounting faculty felt less efficacious ($M=3.4$) compared to other participants in faculties including Arts ($M=5.2$), Engineering ($M=4.4$), Management ($M=5.2$) and Science ($M=4.5$). On the other hand, Ismayilova and Klassen (2019) used a 9-point Likert scale and the overall research efficacy was high ($M=7.99$). The mean scores of research self-efficacy of faculty members in Pasupathy and Siwatu (2014) ranged between $M=80.75$ and $M=91.33$, indicating a high efficacy level.

With respect to variables that impact research efficacy, Bieschke (2006) states that academic training and research experience are significantly related to research efficacy beliefs. Empirical studies provide comparable results. Educational status or qualification in BA, MA, PhD (Bailey, 1999; Hemmings, 2012; Ismayilova & Klassen, 2019) have a significant contribution to research self-efficacy. Bailey (1999) found that BA holders felt less efficacious ($M=3.7$) than MA holders ($M=4.6$) and PhD holders ($M=5.6$). A comparable finding was observed in Ismayilova and Klassen (2019). That is to say, participants with PhD degrees scored higher ($M=8.23$) than PhD candidates ($M=6.77$) and participants with MA degree ($M=7.95$). However, the efficacy level of PhD candidates was lower than MA holders. This was ascribed to adverse experiences such as frustration, alienation, stress etc. that PhD candidates suffer, thereby undermining their efficacy beliefs. On the other hand, previous studies have either reported contradictory results in terms of the gender factor or revealed that it does not have an influence on research efficacy (Bieschke, 2006). Gender was not a statistically significant factor in Bailey (1999), Ismayilova and Klassen (2019). In terms of the experience factor, the research self-efficacy of faculty members who had 16 years of experience and more was higher than faculty members with less experience in Ismayilova & Klassen (2019). Although they reported that career stage affected the research efficacy of participants in their study positively, they propose that factors such as enactive mastery experience,

vicarious experience and exposure to positive modelling are stronger predictors of research self-efficacy than experience (career stage) per se.

A number of studies (Bailey, 1999; Poh & Abdullah, 2019) have also attempted to examine the relationship between research self-efficacy and other factors such as research training environment, research mentoring, research productivity, research knowledge and research interest or motivation. Poh and Abdullah (2019) found a positive relationship between research self-efficacy, training environment, interest and mentoring. Bailey (1999) reports a positive correlation between self-efficacy and motivation for research. Pasupathy and Siwatu (2014) found a positive correlation between research self-efficacy and research productivity but that relationship was not strong.

In an analysis of sources that early academics draw on when they make judgements about their research self-efficacy, Hemmings (2012) found that research experience, priorities, isolation, researcher identity, mentorship and a vote of confidence as the main sources in making competency judgements about research tasks. Prior research experience and publication contributed to an enhanced confidence in research. On the other hand, isolation and prioritising teaching duties over research undermine it. Researcher identity influences self-conceptions about being a researcher, the development of research literacy skills and identification with research paradigms (quantitative or qualitative). Therefore, it has an impact on efficacy judgements regarding qualitative or quantitative research tasks. Participants also expressed the need for support through mentorship as it increased their confidence in undertaking research tasks. A number of other factors, which were termed as a vote of confidence by Hemmings, such as attending research groups, getting a grant etc. cultivated their research skills and hence contributed to research self-efficacy of the participants.

The qualitative part of the study conducted by Ismayilova and Klassen (2019) revealed that workload and external duties related to administration undermined self-efficacy beliefs. In addition, institutional culture towards research in terms of incentives, recognition, valuing research etc. influence research efficacy. Positive relationships with colleagues have also been identified as a contributing factor for the enhancement of research efficacy.

2.2.2 Teachers' research self-efficacy beliefs in L2 contexts

Two studies from Turkey (Boran, 2018; Wyatt & Dikilitaş, 2016) and two studies from Mexico (Reyes-Cruz et al., 2018; Reyes-Cruz & Perales-Escudero, 2016) have been found that specifically focus on teachers' self-efficacy beliefs for research in the context of foreign languages.

In Boran (2018), a course is designed as part of an MA program in ELT. One of the aims of the study was to measure the impact of the course on research self-efficacy beliefs among 17 teachers. Changes of beliefs were measured through a questionnaire administered both before and after instruction as a pre and post-test. Further qualitative data were collected to elicit the reasons for teachers' beliefs. More than half of the participants felt efficacious in data collection. This result corroborates Padwad (2018) who claimed that teachers do not find data collection difficult. Yet still, the participants who felt less confident in data collection held the conviction that it is a hard procedure. On the other hand, due to lack of knowledge, they felt inefficacious in doing statistical analysis, choosing the most appropriate method, combining and analyzing data through different instruments. Moreover, teachers held a misleading presumption about statistical analysis. They considered it as the single type of strategy for doing analysis. Similarly, several teachers equated interpretation with merely the ability to interpret statistical results. Significant differences were found in the post-test as teachers felt more efficacious in conducting research. They stated practical experience as the main reason for this. In the post-test, the four items for which teachers felt most efficacious were data collection through note-taking, developing research questions, defining TR, interpreting the findings of research, and doing research about issues in ELT. In contrast, the four least highly rated items were developing a questionnaire, doing statistical analysis, sparing time to do research, and analyzing the data obtained through a questionnaire. While the instruction had a major contribution to perceived competence of the teachers in general, they still felt inefficacious in terms of statistical analysis primarily because the syllabus of the instruction did not provide the opportunity for them to have practical experience in dealing with statistical analysis.

The second study (Wyatt & Dikilitaş, 2016) on research self-efficacy beliefs in the context of ELT in Turkey is conducted as a developmental study. Although a questionnaire is administered, the overall mean result is not reported in the study. Rather,

3 out of 14 teachers were selected with the aim to trace the development of their efficacy beliefs. In the beginning, all three teachers were inexperienced in terms of research engagement. One of them was a novice teacher and two of them had a different academic background (literature). Therefore, they did not have high efficacy beliefs and felt doubt or displayed avoidance behaviour towards research engagement. They reported difficulties in designing research instruments and data collection due to lack of practical knowledge (Wyatt & Dikilitas, 2016). However, they were supported and encouraged to do research for CPD by the researchers who acted as mentors and their research self-efficacy has gradually developed due to their practical experience. Enactive mastery experience seems to have contributed to overcome their hesitations as their educational research literacy skills were enhanced.

Reyes-Cruz et al. (2018) explored research motivation, perception and self-efficacy beliefs of foreign language faculty members (professors and lecturers) in Mexico. They developed a 6-point Likert scale which had 6 items to assess research self-efficacy beliefs. Overall, they found that the participants considered themselves as capable or very capable across different research tasks. While participants felt least efficacious in data analysis and surveying a specific topic area to write a balanced literature review, they felt moderately efficacious in choosing a research design and implement a sampling strategy. In addition to analyzing perceived efficacy beliefs of the participants, Reyes-Cruz et al. (2018) discuss the actual competency level of participants. They point to a mismatch between perceived and actual efficacy because most participants reported a moderate to high levels of efficacy despite not having ample opportunities for conducting research previously, thereby lacking the mastery experience required for a high sense of efficacy. Another reason they suggest for the mismatch between perceived and actual efficacy is social desirability bias which can be defined as the orientation for one's own self-representation to appear as more agreeable and competent.

Reyes-Cruz and Perales-Escudero (2016) investigated the research self-efficacy beliefs of foreign language professors in a Mexican university through semi-structured interviews. The qualifications participants hold had significant impact on their perceived efficacy. In other words, while research self-efficacy of participants who hold PhD degrees were high, the research self-efficacy level of those with an MA degree was either

low or moderate. The reasons they provided for this were inadequate training, lack of time, lack of research skills and lack of prior research experience. Enactive mastery experience emerged as the primary contributor for a high sense of efficacy. Vicarious experiences, in the sense of learning from others through mentoring, have also been reported as a source of growing efficacy for research. Intrinsic motivation has also been referred as a positive contributor to self-efficacy.



CHAPTER 3. METHODOLOGY

3.1 Research design

The study will address the research self-efficacy beliefs of instructors at an ELPS based in Istanbul. An explanatory sequential mixed methods design will be used which involves collecting quantitative data first and then explaining the quantitative results with in-depth qualitative data (Creswell & Plano Clark, 2011). In the quantitative phase of this study, teachers' efficacy in research questionnaire will be used to obtain the mean level of efficacy beliefs of instructors and to test whether research self-efficacy beliefs relate with highest qualification, experience in teaching and MA in ELT vs MA in other programs. The second qualitative phase will be conducted as a follow up to help explain the quantitative results.

The intent of this design is not to merge or compare the data as in the convergent procedures, so having unequal sizes is not an issue in sequential designs. The important consideration lies in collecting enough qualitative information so that meaningful themes can be developed. (Creswell & Plano Clark, 2011, p. 186)

Therefore, the interviews in this study are conducted to develop meaningful themes with the aim to assist the interpretation phase of the study and empower the quantitative data. In other words, quantitative data will be complemented through qualitative data by seeking in-depth explanations, elaboration, and clarification of the results as King and Mackey (2016) state that layered and multiple perspectives are needed to address questions more effectively in second language studies.

3.2 Setting

The participants of the study were English teachers working at an English language preparatory school (ELPS) of a foundational university in Istanbul. ELPS aims to meet both oral and written English language needs of students for academic and social communication through intensive programs ranging from several months to a whole year. This program aims to equip students with the English language skills (listening, reading, writing, speaking) that they will need in their academic studies.

Teachers have either 15 or 20 hours of classes each week depending on whether they prefer to teach reading and writing or the other skills. Registered students receive a test at the beginning of each academic year to determine their level of English. There are 5 levels which include A1, A2, B1, B1+ and B2. Students are placed to one of these levels according to the results they receive in the placement exam. Each level takes 8 weeks to complete. Students take exams both during each 8 week and at the end of the term. Thus, there are 5 terms each academic year. There are two shifts: the morning shift and the late shift. The administration distributes a preference sheet to ask teachers which skill and shift they would like to teach before each term. The morning shift starts at 09:30 and ends at 11:30. Teachers have a break for two hours. Then they have classes between 13:30 and 15:30. The late shift have classes for two hours between 11:30 and 13:30. They have two hours as a break. They start classes at 15:30 and finish at 17:30. If teachers choose to teach reading and writing, they have 15 hours of classes, if they teach main course (speaking and listening), they have 20 hours of classes. Teachers are required by contract to complete at least one CPD activity every year. As a matter of fact, teachers are expected (in their official job definition) to foster professional learning and growth by setting standards for goal accomplishment, by considering feedback, by assessing their own strengths and limitation, by participating in professional development activities and team discussions in order to keep abreast of the current state of the art.

There are different units in the English preparatory program, which includes a testing unit, level coordinators and a teacher development centre (TDC). While the testing unit prepares the assessment materials for the exams, level coordinators develop, implement, assess, and facilitate all aspects of the curriculum. They share weekly teaching objectives through weekly flows. They are also responsible for writing, piloting, counting, and distributing the exams for all levels. They classify and archive exams. They provide support to instructors on course implementation if needed, collect feedback from relevant parties on the course to adapt the relevant course on an ongoing basis as necessary, they revise course objectives and course outlines as necessary.

The teacher development centre (TDC) organizes and carries out teacher training development activities for ELPS instructors. TDC members also provide customized training to individual instructors depending on their needs. TDC members support and guide instructors for CPD activities, involving instructors in developmental activities and

inform the instructors about any relevant professional development opportunities within and outside the university. An official job definition of TDC trainers includes initiating and organizing (action/teacher) research projects to help improve teaching and learning.

3.3 The participants

118 instructors are employed in the preparatory program where the study was conducted. Of these 118 instructors, 19 of them are non-Turkish and 16 of them work on an hourly-contracted basis. The study employed a non-probability sampling technique which “involves selecting members on the basis of availability, accessibility, or convenience” (Davis, 2015, p. 199). Among the nonprobability sampling methods, convenience sampling was used which is “the selection of respondents who are most readily available” (Davis, 2015, p. 202). This facilitated conducting the study in terms of data collection.

Of the 118 instructors, only 101 completed the instrument given to them. The remaining did not participate in the study due to reasons such as unwillingness to take part in the study or being in maternal leave during the administration. The demographics of the participants were presented in Table 1 below.

Table 1. Demographics of the participants (N=101)

Demographics	n	%
Experience in Teaching		
1 – 5 years	18	17.8
6 – 10 years	22	21.8
11 – 15 years	32	31.7
16 – 20 years	16	15.8
21 to more years	13	12.9
Highest Qualification		
BA	43	42.6
MA	58	57.4
MA in ELT		
ELT	28	27.7
Other	30	29.7

As shown in Table 1, participants varied in terms of experience, MA in ELT and degrees they hold. Of the participants, 18 (17.8%) had teaching experience in 1-5 years, 22 (21.8%) in 6-10 years, 32 (31.7%) in 11-15 years, 16 (15.8%) in 16-20 years and 13

(12.9%) in 21 to more years. Examining the highest qualification of the participants, 43 were graduated only from BA and 58 (57.4%) hold MA in ELT. Of the ones who had MA, 28 (27.7%) hold MA in ELT program whereas 30 (29.7%) hold MA in other MA programs.

3.4 Data collection instruments

Two data collection procedures were utilized to collect data from the participants. They were Teachers' Efficacy in Research Questionnaire and semi-structured face-to-face interviews. The permission was initially obtained from the developer of the questionnaire prior to administration (see Appendix A).

3.4.1 Teachers' efficacy in research questionnaire

Originally developed by Boran (2018) as part of her doctoral dissertation, Teachers' Efficacy in Research Questionnaire was used to examine participants' self-efficacy beliefs in research. The questionnaire has been developed specifically to study the efficacy beliefs of in-service ELT teachers in Turkey. In other words, Boran developed it to test whether the INSET course she designed and provided to in-service ELT teachers had any effect on their efficacy in research. It has been adopted for the present study because Boran reports a high reliability score for the questionnaire. The Cronbach's alpha reliability score of the whole questionnaire was found as .92 in her study. Similarly, the Cronbach's alpha reliability coefficient of the questionnaire in this study was found as .956. These results indicate a very high consistency among the items of the questionnaire. Although two additional questionnaires (Wyatt & Dikilitas, 2016; Reyes-Cruz et al., 2018) which were developed in the context of foreign languages have been found in the literature, the reliability analysis results are not reported for either of them.

The questionnaire administered in this study has two sections. The first section (see Appendix B) aims to collect data about demographic information of participants which includes highest qualification, the names of departments studied in MA and whether teachers are currently enrolled in a formal training program. The second section of the instrument aims at exploring self-efficacy beliefs for research (see Appendix C).

This section included 33 items on a four-point Likert type scale (1 - Strongly Disagree, 2 - Disagree, 3 - Agree and 4 - Strongly Agree).

3.4.2 Interview

A section that invites participants to the interview is added to the questionnaire where demographic information is collected. Participants who gave approval were approached to further contribute to the discussion of research efficacy beliefs. The interview schedule included seven open-ended questions which enable to examine participants' research self-efficacy in more detail. The interview questions (see Appendix D) were adapted from Boran (2018). Further questions (prompt questions) were also directed as additional issues emerged during the interview. Instructors were also asked to explain the reasons of some of the ratings they have made in the questionnaire in order to validate and assist the interpretation of the results. The participating instructors were asked in which language they preferred to have the interview. While some chose to be interviewed in Turkish, others preferred to be interviewed in English. All interviews were audio-recorded and then transcribed verbatim. Each participant was given a number such as Participant 1 (P1), Participant 2 (P2) and so on. The interviews can be found in Appendix E.

3.5 Data collection procedure

Both qualitative and quantitative data were collected in the fall semester of 2019-2020 academic year. The study consisted of two data collection procedures, e.g. qualitative and quantitative data collection. They were collected successively in two phases. Firstly, the questionnaire was administrated to 101 instructors. Their responses were entered into the data set and then sorted out. The data for year of experience in teaching has been obtained from the human resources department of the ELPS. The qualitative follow-up phase has been conducted with a smaller size as recommended by Creswell and Plano Clark (2011). They state that the data needs to be collected from a much smaller sample compared to the first quantitative phase. They give several examples from other studies to demonstrate that this is a common approach in sequential mixed method studies. They argue that the increase in sample size risks the depth of the qualitative data. As a result, 40 participants who gave approval to volunteer and further contribute to the study were drawn from the sample based on both their availability and

information-rich characteristics. Finally, considering the variability and availability, 30 were approached for interviews in order to elicit in-depth information to address the research questions. They were interviewed individually in the environment where they felt safe and comfortable (e.g. teacher room, school garden etc.). Before the interview was conducted, the interview schedule was given to interviewees who wanted to see questions in the schedule so that they could feel themselves more comfortable during the interview.

3.6 Data analysis

Prior to data analysis, some precautions were initially taken to ensure the trustworthiness of the data. Having assured the trustworthiness and its related criteria, data analysis was safely done.

Correctness and reliability of the results are critically important since quality of the study depends mainly on these issues. In order to assure the validity and reliability of the qualitative data, four basic criteria are proposed in the literature by Guba (1981): credibility, transferability, dependability and confirmability.

Credibility refers to internal validity in which the researchers seek to whether the study measures or assesses what is actually intended (Shenton, 2004). Guba (1981) considers triangulation, prolonged engagement and member checks as some of the techniques in assuring credibility. For the present study, both quantitative and qualitative approaches are employed to enhance the credibility of the findings. In the questionnaire, instructors' tendencies in terms of self-efficacy beliefs were presented and then their tendencies and item ratings were questioned during the interview to validate the data. In addition, the prolonged engagement was also used for credibility. Researcher was an instructor in the prep school similar to the participants which contributed to the collection of truthful responses from the participants. Furthermore, interview member checks were also performed.

Transferability refers to external validity concerned with the extent to which the findings of one study can be transferred or applied to another setting or situation (Miles & Huberman, 1994; Merriam, 1998). Detailed description of study area, context and background / demographics of the instructors (participants) in the study were provided to assure the transferability of the study.

Dependability refers to reliability concerned with whether the data was stable over the time and over the observation (Kirk & Miller, 1986). Detailed description of the steps, processes and procedures used in the study could help assure the dependability of the results. For this study, research methodology including implementation of the study, selection of participants, data collection and analysis procedures were described in detail. Furthermore, randomly selected interview transcripts were content analyzed and coded by two independent researchers to provide the dependability over the observation. This assured that the reality in the interview transcripts were understood in the same or similar way.

Confirmability refers to objectivity concerned with whether the study reflects the reality and is far from the subjective judgement and assumption of the researcher, hence, a study should assure that the findings reflect the real experiences and ideas of the participants / informants rather than preferences of researchers (Shenton, 2004). As discussed above, data from multiple sources, detailed explanations for each section and the researcher's post facto notes can be used for confirmability (Boran, 2018). The codes and categories emerged from the analysis of the transcripts was also crosschecked with the raw data by the thesis advisor.

3.6.1 Analysis procedures

The analysis of collected data (quantitative and qualitative) was administered in two phases. In the first phase, the data collected from questionnaire were analyzed using SPSS. Quantitative analyses of the data were done in two stages. In the first stage, data was cleaned by examining missing case and outliers and also assumption test was run. No missing values were found in the data set. The outlier within the data set was checked by transforming the raw data into the z-score. No outlier was found since all z-scores (transformed scores) fell into the acceptable limit $[-3,29, +3,29]$ (Field, 2009). Kolmogorov-Smirnov test was later run for checking normality assumption and the test was insignificant ($D(101) = 0.074, p=0.191$) meaning that the data was normally distributed. This was also supported with the skewness (-0.538) and kurtosis values (0.643) which fell into the acceptable limit $[-1,96, +1,96]$ (Field, 2009). Thus, since the normal distribution assumption was met, parametric test was preferred for further analysis. For describing the data (e.g., RQ1 - research self-efficacy beliefs), descriptive

statistics using mean and standard deviation was performed. For comparing instructors' research self-efficacy with regard to highest qualification (RQ2a), experience in teaching (RQ2b) and MA in ELT (RQ2c) independent t-test and Analysis of variance (ANOVA) were performed.

In the second phase, qualitative data were analyzed. Initially, transcribed data were subjected to content analysis for coding. In order to assure the validity, the transcribed interviews were given to the interviewees to enable them to check their responses. In addition, three of the transcribed interviews were coded independently by two coders. This enabled to assure inter-coder reliability referring to the degree of agreement among the coders. High inter-coder reliability means a high level of agreement among the coders while low inter-coder reliability means low level of agreement among the coders (Anastasia and Urbina, 1997). Inter-coder reliability score was also calculated by using the following formula.

$$\text{Reliability} = \frac{\text{Number of agreements}}{\text{Number of agreements} + \text{Number of disagreements}}$$

Percent Agreement

$$= \frac{\text{Number of agreements}}{\text{Number of agreements} + \text{Number of disagreements}} \times 100$$

After assuring the consistency between the coders, the codes emerged from the content analysis were scrutinized and categorized based on themes in relation to research questions.

CHAPTER 4. RESULTS

In this part, findings emerged from quantitative and qualitative analyses are presented.

4.1 Teacher research self-efficacy beliefs of instructors

First research question addressed teacher research self-efficacy beliefs of instructors working at an English language preparatory school of a foundational university. Instructors' responses to each item in the questionnaire were descriptively analyzed and then reported. The mean scores of the items ranged from $\bar{X} = 2.06$ (SD=1.02) to $\bar{X} = 3.39$ (SD=0.77). The lowest mean score was "*I feel I can use statistics to analyze my data*" whereas the highest mean scores were "*I feel I can find articles and books related to my research*" and "*I feel I can use information from articles and books in writing my research paper*". Item-by-item analysis including mean, standard deviation, frequency and percentages are given in Appendix F.

On the other hand, descriptive statistics including mean, standard deviation, frequency and percentage were also performed to investigate instructors' self-efficacy beliefs in general. General analysis of instructors' research self-efficacy beliefs level is given in Table 2. Instructors' general self-efficacy beliefs for research was $\bar{X} = 2.96$ (SD=0.55) with the range of [1.15 - 3.94]. This score indicates that the instructors tended to have moderately high self-efficacy beliefs for research in general.

Table 2. Instructors' research self-efficacy beliefs level

	\bar{X}	SD	Min	Max
Research Self-efficacy beliefs	2.96	0.55	1.15	3.94

4.2 The effects of demographics on self-efficacy beliefs for research

The second research question addressed whether instructors' self-efficacy beliefs for research differs across highest qualification (BA / MA), experience in teaching and MA in ELT.

In order to examine whether instructors' self-efficacy belief for research differs in terms of highest qualification that instructors hold, independent t-test was run. As shown in Table 3, research self-efficacy beliefs of those with Bachelor degree ($\bar{X}=2.79$, $SD=0.61$) scored lower than those with master degree ($\bar{X}=3.08$, $SD=0.48$). The difference between those with BA and MA with regard to research self-efficacy beliefs was statistically significant [$t(99) = -2.741$, $p < 0.05$] in favor of those with MA. This result indicates that the instructors holding MA degree had higher degree of research self-efficacy beliefs than instructors with BA degree. The reason of this difference is investigated later in the qualitative follow-up phase of the study.

Table 3. The impact of highest qualification on instructors' research self-efficacy beliefs (t-test results)

Highest qualification	n	\bar{X}	SD	t-test
Instructors with BA	43	2.79	0.61	$t(99) = -2.741, p < 0.05$
Instructors with MA	58	3.08	0.48	

In order to examine whether instructors' self-efficacy beliefs for research differs in terms of MA in ELT, independent t-test was run. As shown in Table 4, instructors who did their master in the department of ELT scored higher ($\bar{X}=3.18$, $SD=0.51$) on research self-efficacy beliefs than those who did their master degree in different departments ($\bar{X}=2.99$, $SD=0.43$), but the difference between the groups was not statistically significant [$t(56) = 1.542$, $p = 0.129$] meaning that doing master in ELT or in other departments did not make any difference on instructors' research self-efficacy beliefs.

Table 4. The impact of MA in ELT on instructors' research self-efficacy beliefs (t-test results)

MA in ELT	n	\bar{X}	SD	t-test
MA in ELT	28	3.18	0.51	$t(56) = 1.542, p = 0.129$
MA in Other	30	2.99	0.43	

In order to examine whether instructors' self-efficacy beliefs for research differs in terms of their experiences in teaching, one-way Analysis of Variance (ANOVA) was run. As shown in Table 5, the instructors with 1-5 year teaching experience scored $\bar{X}=3.08$ (SD=0.50), the ones with 6-10 year teaching experience scored $\bar{X}=2.83$ (SD=0.58), the ones with 11-15 year teaching experience scored $\bar{X}=2.92$ (SD=0.63), the ones with 16-20 year teaching experience scored $\bar{X}=3.02$ (SD=0.54) and the ones with 21 and more year teaching experience scored $\bar{X}=3.03$ (SD=0.42) on research self-efficacy beliefs. However, ANOVA result was insignificant [$F(4, 96) = 0.625, p = 0.656$] meaning that instructors' teaching experiences did not make any difference on their research self-efficacy beliefs.

Table 5. The impact of teaching experiences on instructors' research self-efficacy beliefs (anova results)

Teaching experiences	n	\bar{X}	SD	F test
1-5 years	18	3.08	0.50	
6-10 years	22	2.83	0.58	
11-15 years	32	2.92	0.63	$F(4, 96) = 0.625, p = 0.656$
16-20 years	16	3.02	0.54	
21 to more years	13	3.03	0.42	

The results can be summarized as follows:

1. Overall, instructors tended to have a moderately high level of efficacy in research ($\bar{X} = 2.96$).
2. Instructors holding MA ($\bar{X}=3.08$) had a higher degree of research self-efficacy beliefs than instructors with BA ($\bar{X}=2.79$). This result was statistically significant [$t(99) = -2.741, p < 0.05$].

3. Doing MA in ELT or in other departments did not make a statistically significant difference on instructors' research self-efficacy beliefs [$t(56) = 1.542, p = 0.129$].
4. Teaching experience did not make a statistically significant difference on research self-efficacy beliefs, [$F(4, 96) = 0.625, p = 0.656$].

4.3 Analysis of interviews for teacher research efficacy beliefs and reasons

Instructors were interviewed to investigate research self-efficacy beliefs and their reasons. In other words, the qualitative follow-up phase has been conducted to help explain initial quantitative results by obtaining in-depth data from the instructors as to the reasons for their efficacy beliefs. The interview transcripts were subjected to content analysis, pattern coding and open coding techniques. The main category was feelings of capability in conducting research. The sub-categories were feeling efficacious, feeling inefficacious and feeling partially efficacious. The codes that emerged are provided under the sub-categories which are depicted in Table 6.

Table 6. Content analysis results associated with teacher research self-efficacy beliefs

Dimensions	Feelings of capability in conducting research						Missing <i>n</i>
	Feeling efficacious		Feeling partially efficacious		Feeling inefficacious		
	BA <i>n</i>	MA <i>n</i>	BA <i>n</i>	MA <i>n</i>	BA <i>n</i>	MA <i>n</i>	
Conducting research	3	13	1	4	9	-	-
Investigating problems	5	14	1	2	6	1	1
Collecting data	6	12	-	2	7	3	-
Doing quan. analysis	3	3	-	3	10	11	-
Doing qual. analysis	5	7	-	3	8	7	-
Reporting results	9	14	-	2	4	1	-
Applying results	6	10	2	2	3	3	4
Understanding published res.	9	10	3	5	1	1	1

Note. Quan = quantitative; Qual = qualitative; Res = research.

The questionnaire findings indicated that instructors had medium to high level of teacher research self-efficacy beliefs in general ($\bar{X}=2.96$). The results of content analysis are in agreement with this as more than half of the participants (n=21) felt efficacious or partially efficacious in conducting research. With respect to the highest qualification, instructors with MA degree ($\bar{X}=3.08$) had higher teacher research self-efficacy beliefs than instructors with BA degree ($\bar{X}=2.79$) in the questionnaire. The content analysis results are in agreement with this finding. While none of the MA holders felt inefficacious, of the 13 instructors who have BA degrees, 9 of them stated that they feel inefficacious in conducting research.

4.3.1 Conducting research

The participants were asked to define their self-efficacy in conducting research and explain the reasons for their beliefs. Of the 30 instructors, 16 stated to feel efficacious, 5 instructors stated to feel partially efficacious and 9 instructors stated to feel inefficacious on conducting research. The codes reflecting the reasons of self-efficacy beliefs on conducting research are provided in Table 7.

Table 7. Reasons of instructors' self-efficacy beliefs on conducting research

Feeling Efficacious	Feeling Partially Efficacious	Feeling Inefficacious
<ul style="list-style-type: none"> • Having practical experience • Effective teacher/trainer • Having enough resources • Experience in teaching • Prior success • Functional attitude 	<ul style="list-style-type: none"> • Having practical experience, but not doing research for a long time • Having knowledge, but lacking experience in some research methods/procedures • Difficulties in classroom settings • Difficulty due to required commitments 	<ul style="list-style-type: none"> • Not having practical experience • Lack of professional training • Difficulties in finding research topic • Having a different academic background • Prior failure • Lack of progress/attainment

Those who indicated to feel efficacious in conducting research expressed that they had practical experience as they did research previously in MA, in DELTA, for CPD as an action research project or are currently doing research in MA programs and writing thesis. Other reasons were related to having resources, experience in teaching, the training received

from an effective teacher/trainer, prior success and functional attitude toward doing research (seeing research as an integral part of teaching). Despite feeling capable, several instructors mentioned that they would need support, help and guidance to be able to conduct research. Some of the excerpts indicating reasons of instructors' capability to undertake overall research were as below;

P28: Because if I was able to finish that project [MA Thesis], I think I can do any action research or case study in the classes.

P14: Yes, because I have had a research methods class from a great teacher and of course I think I can do it.

P29: I feel confident and I think I have enough resources and experience.

P6: It is something I have done before. I also think I was successful... I didn't question whether I was capable of doing it before I started to do my research, either. I knew I could do it from the start because we are teachers. I mean, we keep trying new stuff in the class and we see their impact. We have an insight from that and based on that insight I think I can do research comfortably. I started to do it without hesitation.

P23: I mean I would need certain support. But I am definitely capable.

Some instructors believed in their efficacy and capability in doing overall research, but they reported some insufficiencies and difficulties. So, they were grouped as partially efficacious. In their response to the question whether they are capable of conducting research overall, they reported to be partly capable. Even though some indicated to have practical research experience in MA, DELTA programs or research experience in another field, they also indicated they knew the processes but forgot the steps, had previous experiences but have not conducted research for a long time, had knowledge but did not have hands-on experience with some research procedures and research methods. One instructor stated that she has prior research experience, but she also has difficulties in classroom settings due to students' reactions. Another instructor perceived difficulty due to the required commitments involved in doing research. Some of the excerpts indicating instructors' partial capability to undertake overall research were as below;

P5: Partly yes partly no because I have done research before. I have done several research both in MA and in DELTA... However, because I haven't been doing research for a long time, I might need to check the literature to get a sense of where and how to start.

P10: I mean yes I feel capable a little... I usually use experimental methods, or semi-experimental method because we have two classes and the students in those classes are randomly assigned. I know the terminologies related to experimental studies... But I am not familiar with all the research methods. I might not be capable in that sense.

P12: I think I am capable of doing it. However, I am also aware that it requires a great commitment. Therefore, that answer might change from time to time. Sometimes, I feel capable but sometimes I don't.

P26: While we were doing our MA, we did some research but in a classroom setting, I find it a little bit difficult... I don't know how they [students] will react in this situation and I don't feel so safe about will I be able to conduct it successfully or have any problems about it.

On the other hand, some instructors felt incapable in conducting research overall. Some of the reasons behind their feelings of incapability were related to not having practical experience, not doing research in ELT, lack of professional training, and having a different academic background such as literature rather than ELT. Other reasons were related to prior failure due to difficulty in finding a research topic and choosing an inappropriate method, and lack of progress/attainment in research projects. Those who felt inefficacious said that

P22: I have never focused on this side of teaching before and I didn't study ELT, my major was literature, so it is something that I am not very close to doing. That's the reason.

P19: No, I don't. I feel lost when I try to do something when I try to do research. That is the main reason. I mean I work hard but the result is nothing.

P18: I don't... I had a lot of difficulty while I was doing it and I don't know, doing something that takes a long time is very difficult for me. I mean I might give up when I get stuck.

In order to elicit the reasons of research self-efficacy beliefs for performing across the sub-components of the teacher research process, participants were asked questions to describe their self-efficacy beliefs starting with investigating problems in their classrooms.

4.3.2 Investigating problems

The participants were asked to define their self-efficacy in investigating problems in the classrooms and explain the reasons for their beliefs. Of the 30 participants, 19 felt efficacious and 3 felt partially efficacious, but 7 felt inefficacious for investigating problems in their classrooms. One participant did not respond to this question. The codes reflecting the reasons of self-efficacy beliefs on investigating problems in the classroom were provided in Table 8.

Table 8. Reasons of instructors' self-efficacy beliefs on investigating problems

Feeling Efficacious	Feeling Partially Efficacious	Feeling Inefficacious
<ul style="list-style-type: none"> • Having practical experience • Having (long) teaching experience • Available help • Doing it as part of the job • Inherent part of the job • Personal characteristics 	<ul style="list-style-type: none"> • Contextual impediments • Not having a critical stance toward classroom issues 	<ul style="list-style-type: none"> • Having less experience in teaching • Lack of knowledge • Lack of professional training • Deficient disposition • Lack of support • The need to obtain information from the literature

Those who indicated to feel efficacious in investigating problems in their classrooms expressed that they had practical experience as they did research previously and had long teaching experience. They considered this process as an integral part of teaching since they are already investigating problems by observing students, conducting needs analysis in their classes, do research with their students for / during teaching and regularly observe the students to identify the problems. Some teachers believed that their personal characteristics such as being an observant and self-aware person enabled them to investigate the problems. One instructor referred to the help offered by TDC in identifying problems and developing research questions. Some of the excerpts indicating reasons of instructors' capability to investigate problems were as below;

P5: I think I can because, again, I have done similar things. Because I have done a needs analysis as research. And then I did research based on that.

P2: Yes, because I believe I am a good observer. This is quite helpful in terms of diagnosing the problems.

P26: Of course, I think I am capable of because as teachers... actually we should do it, all teachers should be capable of doing it.

P29: After twenty years of teaching and teaching in different contexts... there are always things to investigate, always, about yourself as a teacher and students.

Some participants felt partially efficacious in investigating problems in their classroom. The main reason behind why they felt partially efficacious were related to contextual impediments such as having difficulty in investigating problems due to time limitations, and requirements of the standardized curriculum in the modular system of the ELPS. This also led a few instructors to state that they do not always have a critical stance toward classroom issues. Some of the excerpts indicating reasons of instructors' partial capability to investigate the problems were as below;

P12: Again, I feel the need to say partly yes partly no. It depends which skill I am teaching. Our job involves this process. Teach, test and move on. When it turns into this, it is not easy to investigate problems due to time limitations.

P10: I mean yes, but not all of them of course, but in general. We are doing so many things in the classroom simultaneously so I can't say that I am observing the students to diagnose problems... you have to cover that week's pacing. Or you need to revise some other topic. In that chaos, I can't focus on problems and think about how I can solve them.

Some participants felt inefficacious in investigating problems in their classrooms due to having less experience in teaching and lack of knowledge in the field. Others pointed to lack of professional training, lack of support (particularly for TR conducted in the context of an MA) and the need to obtain information from the literature. One instructor believed that he does not have the disposition to identify problems and therefore lacked the ability to formulate research questions. Some of the excerpts indicating reasons of instructors' incapability to investigate problems were as below;

P24: I have got less experience in teaching and so I don't know where to direct my research. So, there seems to me to be a lot of acronyms and codified language in teaching. It is a little bit inaccessible to me. So, I don't know exactly where to look or to name the problem and things like that.

P9: First of all, I haven't received any professional training about it. The INSETs here never focused on that. So, I don't think I have the capability to determine a

research or action research question in my classroom... I don't think I have that mindset.

P3: I have to read about these things, problems can't be found just because you think it is a problem.

P17: I had a lot of difficulty about that because I haven't conducted research before... Our teacher in MA gave the classes like that: Find a topic from your classroom until next week and come back to present it. My teacher did not help me at all... If I had to find a new topic, I'd probably have a lot of difficulties.

After investigating the problems, the participants were asked to elaborate on their self-efficacy beliefs with respect to collecting data to solve these problems.

4.3.3 Collecting data to solve the problems

The participants were asked to define their self-efficacy in collecting data to solve the problems and explain the reasons for their beliefs. Of the 30 instructors, 18 stated to feel efficacious and 2 felt partially efficacious, but 10 felt inefficacious to be able to collect data. The codes reflecting the reasons of self-efficacy beliefs on collecting data to solve the problems were given in Table 9.

Table 9. Reasons of instructors' self-efficacy beliefs on collecting data

Feeling Efficacious	Feeling Partially Efficacious	Feeling Inefficacious
<ul style="list-style-type: none"> • Having practical experience • Having learned from previous mistake • Having variety of resources at school • Having time • Knowing how to use different types of instruments 	<ul style="list-style-type: none"> • Not having much practical experience • Uncertainties about the data needed • Having professional training but lack of practice with different data collection procedure • Vicarious information • Forgetting previous knowledge 	<ul style="list-style-type: none"> • Not having practical experience • Difficulties in making decisions without help • Having only theoretical training • Not knowing how to use theoretical knowledge in practice • Lack of professional training • Not having a complete researcher identity • The required effort expenditure in data collection

Many of the participants felt efficacious in collecting data. The reasons that made them feel efficacious in collecting data were related to knowing how to use different types of instruments such as surveys, interviews or video records and having practical experience with them. One instructor said that she has learned from previous mistakes as she had to change her sample while doing research in MA. Others attributed the reason to facilitators in the school such as having time, variety of resources such as participants and the help of colleagues. Some of the excerpts indicating reasons of instructors' capability to collect data were as below;

P29: Sure, I can. If I am in a class, I have lots of participants. So, there are so many opportunities and time to collect data, and different ways of course.

P6: Yes, I know I can do it. In our project, I collected data from students through different surveys and interviews. I made my own observations and I also made the students do peer observations and elicited their opinions... I used all these instruments.

P1: Yes, because I collected data for my thesis. It was a difficult process and I had to change my sample... In the second one, I tried not to do the mistakes I made in the first one. So, I feel capable about collecting the data.

Very few of them indicated to feel partially efficacious in collecting data since they did not have much practical experience, had uncertainties about the data needed, had professional training on method class but did not have the experience and knowledge about working with different data collection procedures, and forgot their previous knowledge. Judgement of perceived efficacy was inferred by one instructor from vicarious information, i.e., the observation of how others deal with the same task. Some of the excerpts indicating reasons of instructors' partial capability to collect data were as below;

P10: When I do it, I usually look at what other people have done and how they collected data. I look at their methodology particularly. Apart from that, I can't say that I feel competent about all the methodologies and I know them very well... I received a class about methodology, but do I remember all of them? No.

P14: I mean I can't say I am totally sure here. I usually identify the problems in the classrooms, but it is something related to experience as I said. I can't be sure what kind of data is needed to solve the problems.

On the other hand, some participants felt inefficacious in data collection due to not having practical experience, difficulty in making decision without help, having only

theoretical training and/or not knowing how to use theoretical knowledge in practice. Others pointed to lack of professional training, not having a complete researcher identity and the required effort expenditure in data collection when they made judgements about their efficacy beliefs. Some of the excerpts indicating reasons of instructors' incapability to collect data were as below;

P3: I have the knowledge of the process but because I haven't tried doing research yet. I need to try it first.

P5: Finding the need is very important in terms of data collection but I need someone's help to figure out how to collect data or which method I need to use. I mean I don't feel competent about making decisions about that on my own.

P9: The classes in MA focus on theory, so I didn't get and still don't have any practical insight on how to convert that knowledge into use.

P13: I studied literature so collecting data and doing research like that, I didn't receive an education where we studied these things.

P8: Collecting data is something I might be bad at. That's because we are talking about doing research in ELT... I need to be taking feedback in that process. I am not a complete researcher in ELT yet. That's why.

P18: Even if I identify problems, I can't keep going after the sources of these problems. I can't do that systematic process... I can't keep doing it. Or maybe I feel the need to be guided. When you leave me alone, finding information on my own and learning, I can't do that alone.

After collecting the data, the next question addressed self-efficacy beliefs of instructors in analyzing the data they collect.

4.3.4 Doing quantitative and qualitative analyses

The participants were asked to elaborate on their self-efficacy in terms of both analyzing quantitative and qualitative data. Of the instructors, 6 stated to feel efficacious and 3 felt partially efficacious, but 21 felt inefficacious on analyzing the quantitative data. The codes reflecting the reasons that made the instructors feel efficacious, partially efficacious or inefficacious on analyzing quantitative data were given in Table 10.

Table 10. Reasons of instructors' self-efficacy beliefs on doing quantitative analysis

Feeling Efficacious	Feeling Partially Efficacious	Feeling Inefficacious
<ul style="list-style-type: none"> • Having practical experience • Training in MA • Effective modelling • Knowing the steps to be followed 	<ul style="list-style-type: none"> • Vicarious information • Knowing only very simple analyses • Having less background in statistics 	<ul style="list-style-type: none"> • Not having practical experience • Lack of knowledge • Not having access to statistical programs • Lack of support • Perceived difficulty • Not being good at numbers • Fear of numbers • Prejudice against numbers • Lack of professional training • Inefficient training

Less than a quarter of the participants felt efficacious in analyzing quantitative data. The factors that made them feel efficacious were related to having practical experience (e.g. prior research, self-practice / learning by doing, doing analysis in MA and DELTA programs), knowing the steps to be followed in quantitative data analyses, training in MA and effective modelling in MA classes. Some of the excerpts indicating reasons of instructors' capability to analyze the quantitative data were as below;

P29: Yes, and I did it in my thesis both quantitative and qualitative research. I analyzed them. I worked with SPSS whatever the program is called, plus I had written interview questions so I sorted data, I grouped them and everything so I can do the same thing in my classes as well.

P1: I know how to enter the data to excel and SPSS, and how it is supposed to be analyzed. Thanks to my teacher in MA, he/she showed us how to do the analysis in class through practice... He/she made us do all the tests. So, it became a habit and experience, particularly after my thesis.

Much fewer participants felt partially efficacious in analyzing quantitative data. The reasons why these participants felt partly efficacious were related to knowing only very simple analyses, (e.g., using only percentages, averaging etc.) and having less background in statistics. Some of the excerpts indicating reasons of instructors' partial capability to analyze the quantitative data were as below;

P10: As I said, I also looked at what other people have done when I did the analysis and to be honest I don't feel myself... but maybe I can use the programs for numerical data.

P24: I have got less background in statistics and statistical analysis. So, I know there is a very complicated system of statistical analysis and averaging and things like that which I feel confident on the surface but the deeper analysis I guess I feel a little bit less confident about it.

More than half of the participants felt inefficient in analyzing quantitative data. There are many factors that influenced the participants to feel inefficient. The reasons were related to not having practical experience, lack of support, lack of knowledge, and lack of access to statistical programs. The reason was also attributed to lack of professional training or inefficient training by some instructors as they did not have the opportunity to observe how to cope with these tasks in practice. Some of the reasons were related to not being good at numbers and mathematics, having fear of numbers, and prejudice against numbers.

P2: I don't feel competent at all about analysis because I learnt using these tools on my own. I haven't had a formal training from an expert in an instructed manner yet. So, I am having problems about analyzing the numerical data.

P17: About analysis, I feel like a fish fresh out of water... They did not teach it in MA either, they did not show us anything. I don't know why we have taken those courses about research methods if we weren't going to do anything.

P7: I mean they give a course about it in MA but then they just tell us to go and do it. They do not show its practical application in the classroom. Nobody says let's do that together... if you ask me to do it now, I can't.

P4: Because I am not good with numbers... There is also this thing we do not have access to SPSS here, the school needs to provide it, so there is also the financial aspect that limits us.

Along with quantitative data, the participants were asked to describe their self-efficacy beliefs regarding the analysis of qualitative data. Of the 30 instructors, 12 stated to feel efficient and 3 felt partially efficient, but 15 felt inefficient to be able to analyze the qualitative data. The codes reflecting the reasons that made the instructors feel

efficacious, partially efficacious or inefficacious on analyzing qualitative data were given in Table 11.

Table 11. Reasons of instructors' self-efficacy beliefs on doing qualitative analysis

Feeling Efficacious	Feeling Partially Efficacious	Feeling Inefficacious
<ul style="list-style-type: none"> • Having practical experience • Having received training on Qual. Method • Self-study 	<ul style="list-style-type: none"> • Having practical experience • Lack of resources • Vicarious information • Difficulty in formulating codes / categories 	<ul style="list-style-type: none"> • Not having practical experience • Perceived skill deficit • Lack of knowledge • Terminological confusion about coding • Lack of training • Distance of MA experience in time • Self-doubt about formulating categories

Compared with the quantitative analysis, much more participants felt efficacious in analyzing qualitative data. The factors that made them feel more comfortable in analyzing qualitative data were related to having practical experience (e.g. doing qualitative analysis, working with qualitative data) and having received training on qualitative methods by taking classes about it. One instructor also said she studied it on her own, learned it by reading books and reading research projects. Some of the excerpts indicating reasons of instructors' capability to analyze the qualitative data were as below;

P2: I can analyze the qualitative data comfortably because I have always worked with that kind of data.

P4: We learnt it more like by reading the research projects. I learnt it by reading books about it. I learnt how I can do it.

Very few participants felt partially efficacious since they had practical experiences, but perceived difficulty in formulating codes and categories during the analysis of qualitative data. One instructor said she lacked resources. Therefore, she referred to vicarious information as a source that helped her derive a feeling of efficacy. Some of the excerpts indicating reasons of instructors' partial capability to analyze the qualitative data were as below;

P1: In fact, there aren't a lot of books or guidelines about how to do it... I did this with my friend because she was also analyzing the qualitative data... Not one hundred percent because it is not easy to formulate the categories.

P10: Analyzing a transcribed text... finding the keywords is really difficult. I guess I can't say I am that capable... I did interviews with students. All of them say different things. Ok I found some common themes, but it is difficult to analyze these kinds of data.

On the other hand, half of the participants felt inefficient in analyzing qualitative analyses since they did not have any practical experiences, had a terminological confusion about coding, did not receive any training on qualitative analysis, implied a perception of skill deficit and had self-doubt about formulating categories. One participant attributed her feeling to the distance of her MA experience. Some of the excerpts indicating reasons of instructors' incapability to analyze the qualitative data were as below;

P3: I know that you are supposed to collate the ideas under themes in qualitative data, but I don't have the experience. If you ask me to do it now, I can't.

P30: I don't have any skill or knowledge about analyzing data, especially ELT data. No.

P24: I don't know the categories. I would categorize, but would that be the correct categories? Would that be the right way to analyze the data?

P20: Doing coding and categorizing, all these things are so distant to me. It has been 17 years since I completed my MA.

Next question addressed the self-efficacy beliefs of instructors in reporting the results in oral or written forms.

4.3.5 Reporting Results

The participants were asked to explain and elaborate on their self-efficacy beliefs for reporting the results in oral and written form. Of the instructors, 23 stated to feel efficacious and 2 felt partially efficacious, but 5 felt inefficient to be able to report the results. The codes reflecting the reasons that made the instructors feel efficacious, partially efficacious or inefficient on reporting results were given in Table 12.

Table 12. Reasons of instructors' self-efficacy beliefs on reporting results

Feeling Efficacious	Feeling Partially Efficacious	Feeling Inefficacious
<ul style="list-style-type: none"> • Having practical experience • Perceived control in anxiety • Minimal effort • Having the chance to edit written report 	<ul style="list-style-type: none"> • Perceived difficulty for reporting statistical analyses • Self-doubt in doing analyses 	<ul style="list-style-type: none"> • Not having practical experience • Fear of numbers • Lack of knowledge/progress in analysis • Feeling nervous • Difficulty in reporting without help • Anxiety in oral report • Risk of adverse outcomes

Most of the participants felt efficacious in reporting the results since they had practical experience. One instructor made a judgement through comparative inference as she perceived control in anxiety compared to similar others. Instructors also related their feeling to the minimal effort required in reporting the results as they perceived it to be more convenient than dealing with other research tasks. Some instructors expressed more confidence reporting the results in written form due to reasons such as having the chance to edit it and supporting their report with graphs and charts. Some of the excerpts indicating reasons of instructors' capability to report the results were as below;

P12: I feel I can report that too. I think the most difficult part of the job is diagnosing the problem and the process to arrive at a conclusion. That's how I feel. If I can obtain results, I can report them both in oral and written form.

P1: Yes I do. I feel capable and successful about that. I made a presentation to the jury. Besides, I interpreted them in the discussion and conclusion sections of the thesis. So, I feel capable about that.

P5: I feel I can do it better in written form. You can supplement it with graphics and charts. I feel I can do these things; I am saying I can because I have done it before.

P4: I think reporting orally is a personal issue. Not everyone feels that comfortable when they present it orally. They don't feel comfortable, I feel comfortable personally in both of them. But oral practice is not easy for some people and it causes a lot of anxiety.

Some participants felt partially efficacious in reporting results since they perceived difficulty for reporting especially statistical analyses and had self-doubt in doing analyses. Some of the excerpts indicating reasons of instructors' partial capability to report the results were as below;

P2: Because I can't analyze the numerical data, I am having difficulties in reporting it. But the other data, like I mentioned, interview results or the result of something observed, I can code and show it easily.

P10: After I had the results, I wrote something accordingly in our study. Was I able to analyze them well? I do not know about that part... Maybe if I analyzed my data with different methods... maybe the results section would be affected as well.

Some participants felt inefficacious in reporting results. The reasons that cause them to feel inefficacious in written forms were related to not having practical experiences, lack of knowledge/progress in analysis, difficulty in reporting without help. The reasons were also attributed to the rules, time and effort involved in preparing written reports. On the other hand, the reasons that caused them to feel inefficacious about reporting in oral form were related to negative emotional arousals such as feeling nervous and anxiety. For one instructor, risk of adverse outcomes in oral report such as risk of failure, risk of being misunderstood, and the possibility of making mistakes were the main reasons. Some of the excerpts indicating reasons of instructors' incapability to report the results were as below;

P7: I am not good at reporting the results because I get stuck in the previous step [Analyzing data], so I am not good at this step.

P3: It needs time and I will need to work hard. It is not something that I can do alone comfortably.

P20: When you report it orally, there is always the risk of failing big time. There is the risk of being misunderstood. It is more likely to make mistakes... I do not feel myself as strong in oral forms.

Following reporting the results, the participants were asked to elaborate on their self-efficacy beliefs with respect to applying their research into their teaching.

4.3.6 Applying results

The participants were asked to explain their self-efficacy beliefs in terms of applying their research results into their teaching. Of the instructors, 16 stated to feel efficacious and

4 felt partially efficacious, but 6 felt inefficacious to be able to apply the results into their teaching. Four participants did not respond to this question. The codes reflecting the reasons that made the instructors feel efficacious, partially efficacious or inefficacious on applying research results into their teaching were given in Table 13.

Table 13. Reasons of instructors' self-efficacy beliefs on applying results

Feeling Efficacious	Feeling Partially Efficacious	Feeling Inefficacious
<ul style="list-style-type: none"> • Having practical experience • Positive reactions of students 	<ul style="list-style-type: none"> • Contextual impediments 	<ul style="list-style-type: none"> • Having a different academic background • Lack of progress in previous steps of research • Not doing a free teaching

As for the applying results into teaching, more than half of the participants felt efficacious. The reasons behind their confidence were mainly related to having practical experiences as they are studying or have studied a research topic conducive to be applied in their classroom, did formative research, action research and formulated mini curriculum as part of their research projects. One instructor derived her efficacy from the positive reactions of students. Yet still, despite feeling capable, some instructors reported that application of the results into the class teaching were affected by the classroom setting, students and other factors associated with research results or the teaching context. Some of the excerpts indicating reasons of instructors' capability to apply results into teaching were as below;

P5: I think I can because again I have done it before. In DELTA module 3, our task was this. We formulated a mini curriculum, a course program, we determined the needs of students by collecting data. Then we chose certain areas to focus... So the research we have done was directly related to how we can apply research into teaching.

Very few participants felt partially efficacious in applying results into their teaching due to contextual impediments, changing conditions, and difficulties stemming from external obligations such as administrative expectations, pre-determined objectives of the curriculum, and weekly schedule. Some of the excerpts indicating reasons of instructors' partial capability to apply results into the teaching were as below;

P2: Knowing the results of my study, if it is a case study of course, I can apply it. However, sometimes, my research questions might have contradictions, and the participants of my research and students might not be the same. Then in that case I can't apply it completely.

P1: That's not related only to my capability. The curriculum, the expectations of the administration, the objectives of the class, these things are not always suitable to your research results... But of course, why not? We can integrate some things.

On the other hand, some participants felt inefficient due to having a different academic background, lack of progress in previous steps of research especially in identifying a research topic and doing data analyses. Others pointed to the contextual impediments such as not doing a free teaching, difficulties such as time limitation, class hours, and topics to be covered. Some of the excerpts indicating reasons of instructors' incapability to apply results into the teaching were as below;

P7: I do not have time and we aren't doing such a free teaching here... our freedom is restricted so I don't think I can apply them.

P24: Very much no. I don't because I am from a different discipline, I can academically understand the results but when it comes to practical application of that I am clueless... So, I feel very under confident about it.

The next question addressed instructors' perceived efficacy in terms of understanding published research.

4.3.7 Understanding published research

The participants were asked whether they feel capable of understanding published research and explain the reasons of their beliefs. Of the 30 instructors, 19 stated to feel efficacious, 8 felt partially efficacious, but 2 felt inefficient to be able to understand published research. Of the 19 instructors who stated to feel efficacious, 3 of them stated some difficulties and expressed that they feel mostly efficacious. One participant did not respond to this question. The codes reflecting the reasons that made the instructors feel efficacious, partially efficacious or inefficient on understanding published research were given in Table 14.

Table 14. Reasons of instructors' self-efficacy beliefs on understanding published research

Feeling Efficacious	Feeling Partially Efficacious	Feeling Inefficacious
<ul style="list-style-type: none"> • Having practical experience • Training in MA • Teaching experience • Reading published research for a long time • Familiarity with terminology • Familiarity with interpreting statistical results • Familiarity with structure of the published research 	<ul style="list-style-type: none"> • Research interest • Discourse used by researchers • The assumed knowledge of previous papers • Inadequate teaching experience • Understanding only familiar methods • Lack of technical knowledge • Having academic background • Understanding only easy flow – uncomplicated articles 	<ul style="list-style-type: none"> • Reading research papers less • Unwillingness to spend time for reading • Difficulty in understanding numerical data • The incompatibility of research papers with classroom settings

While half of the participants felt totally efficacious, three participants expressed that they mostly felt efficacious in understanding published research. Some of the reasons why they felt capable were related to having practical experience (e.g. reading tasks given by TDC, doing research, and doing MA,), training in MA (e.g. taking research method classes), reading published research for a long time, teaching experience, having familiarity with interpreting statistical results, familiarity with terminology and structure of the published research. Some of the excerpts indicating reasons of instructors' capability to understand published research were as below;

P4: I really understand them quite well, I am really good at understanding, I know where to look, where to find the results, reading the abstract etc. I feel capable now, but all of these happened after doing MA. It happened with experience.

P5: I think I can understand, why I can? Because we have been reading stuff about ELT for years, we have been doing research, we got hold of the terminology, so yes I can understand it.

P1: Yes, of course I understand the articles related to my field more easily. When you know what statistical results mean... you can make inferences even if you are not familiar with the terminology. So, I feel capable about that.

Some participants felt partially efficacious in understanding published research. The main factors that affected them to feel partially efficacious were related to understanding published articles only if it matches their research interest and has familiar methods. Some attributed their partial efficacy to the difficulty of the discourse used by researchers, and to the difficulty in understanding specific jargons, acronyms, meta language, statistics, numerical data, charts, tables etc. For one instructor, understanding depended on the assumed knowledge of previous papers. Some of the excerpts indicating reasons of instructors' partial capability to understand published research were as below;

P25: Not so much in ESL but in other areas that interest me. Sometimes I have to try harder than others because people really want to make their work seem more important than it is. They kind of really try to dress up the language. They use a lot of area specific jargons and stuff in which case it becomes more difficult to understand.

P24: It's two edges, I guess. I can understand academically because different disciplines and papers about teaching are the same but then the specialist language, the acronyms, the assumed knowledge of previous papers and things like that, I find a little bit difficult with teaching papers... teaching as I am new to it seems a little bit more difficult to get hold of the acronyms and codification of different things.

P9: That depends on how the data is analyzed. I will probably understand qualitative research but if it is something quantitative, I probably won't understand it.

Very few participants felt inefficacious in understanding published research due to reading research paper less, unwillingness to spend time for reading papers, difficulty in understanding numerical data and incompatibility of research papers with the classroom settings. Some of the excerpts indicating reasons of instructors' incapability to understand published research were as below;

P7: I think I am not very good at this. When you are not good at something you do not want to spend time for it. So I don't read that much... I come across utopic things. It is impossible to try them in class. I am having difficulties in understanding them in those cases.

To sum up, several issues emerged as a result of the investigation of instructors' research self-efficacy beliefs. Research experience is a recurrent theme in personal evaluation of efficacy. Success in a prior performance (writing a thesis, doing action research etc.) nurtures higher efficacy beliefs for instructors in doing research while not having practical experience and prior failure impede it. In addition to research experience, some

teachers associated the source of their perceived efficacy with their experience in teaching especially in tasks related to investigating problems and understanding published research.

Academic training also emerged as a theme that influences judgements of research efficacy. While receiving training in MA enabled instructors with coping strategies and research knowledge to be able to undertake research tasks such as data collection and analysis, lack of training or insufficient training in MA where instructors were expected to undertake research tasks such as analysis without practical demonstration/modelling during their training was inhibiting. Some instructors expressed to be feeling partially efficacious due to forgetting and not remembering the research knowledge they obtained in MA programs. In the case of teachers with BA degrees, having a different academic background other than ELT undermined the perceived efficacy to do research.

Contextual factors also exerted influence on research efficacy of instructors. As a matter of fact, two divergent and often conflicting discourses emerged in relation to contextual factors. Whereas facilitative factors such as access to resources, participants, help etc. raise efficacy beliefs, impediments such as workload, time limitations and requirements of the standardized curriculum lowers them.

Another theme that emerged is the need for help across different sub-components of teacher research. In other words, the need for help and support was expressed as a condition to initiate a research project, choose the most appropriate method, figure out how to collect data and do analysis. In this regard, the need to receive support affected the judgements of perceived efficacy as instructors implied that they cannot deal with these tasks on their own. The need to receive help has also been mentioned both by instructors who have already completed MA programs and by instructors who were in the process of writing their MA theses.

In addition to these common themes, there were issues that belonged specifically to one individual or to any other component of TR which are discussed in the next section.

CHAPTER 5. CONCLUSION

The purpose of the study was to investigate teacher research self-efficacy beliefs of English instructors working at a university's English language preparatory school (ELPS). The 101 instructors that participated to the study showed diversity in teaching experience and highest qualification. Instructors' self-efficacy beliefs on teacher research and its sub-components were carefully examined and evaluated through using questionnaire data and interview results. Data obtained from the questionnaire enabled to reveal instructors' tendencies and perceived beliefs of efficacy about undertaking research tasks. As reported in the previous chapter, the investigation of research efficacy beliefs has shown that instructors reported moderate to high efficacy beliefs which differed significantly in terms of their educational status. On the other hand, the difference was insignificant in terms of teaching experience as well as MA in ELT and MA in other programs. Furthermore, instructors' self-efficacy beliefs on teacher research were later deeply evaluated using interview questions across sub-components of teacher research procedure. The final chapter of the present study includes the discussion of the main findings, explanations for the findings, their comparison in relation to previous studies in the literature, implications for further research, implications for curriculum and practice.

5.1 Discussion

The first research question addressed *teacher research self-efficacy beliefs of instructors working at an English preparatory school of a foundational university*. In the literature, similar studies were undertaken with different samples. The overall mean level of efficacy in this study may be argued to contradict the results found in Ismayilova and Klassen (2019), as well as Pasupathy and Siwatu (2014) because they found very high levels of efficacy. This difference can be explained with the characteristics of their sample which included participants who have PhD degrees and who work in other faculties. On the other hand, the results of this study agree with the findings of Reyes-Cruz et al. (2018) Similar to this study, Reyes-Cruz et al. (2018) reported moderate to high self-efficacy of foreign language faculty in Mexico. Contrarily, Wyatt and Dikilitaş (2016) reported low self-efficacy of Turkish language teachers. The discrepancy between the present study and Wyatt

and Dikilitaş (2016) might be explained through differences of participants in research experience, their academic background and support they have. Firstly, more than half of the participants in this study hold MA degrees or have had research experience through different programs such as DELTA. In contrast, none of the participants in Wyatt and Dikilitaş (2016) have had a prior research experience. Moreover, a few of the participants who hold only a BA degree in this study have already engaged in research as a CPD activity, which enabled them the enactive mastery experience that is needed for an enhanced efficacy. Secondly, the instructors had a different academic background (e.g. literature) in Wyatt and Dikilitaş (2016). The participants who have a literature background in this study tended to raise doubts and insufficient self-assurance similar to the initial feelings of the participants in Wyatt and Dikilitaş (2016). The third possible explanation for the discrepancy could be attributed to the support offered by TDC to the instructors in this study. Skinner (1996) argues that trusting the capability of powerful others available to the individual, particularly in cases where the requirements of an action are beyond one's competency, may increase perceived personal efficacy.

Second research question addressed *how teacher research self-efficacy beliefs of instructors differed across highest qualification, teaching experience and MA in ELT*. The instructors holding MA degree had higher teacher research self-efficacy beliefs than those holding only BA degree both in the questionnaire and in the interviews. This result is in agreement with other studies (Bailey, 1999; Hemmings, 2012; Ismayilova & Klassen, 2019; Reyes-Cruz & Perales-Escudero, 2016) which report that qualification have a significant contribution to research self-efficacy. The significant role of instruction on teachers' knowledge and self-efficacy on research were also reported in Boran (2018). These findings are not surprising since post-graduate education equips those who attend these programs with skills needed for designing and conducting research. Completing research, taking courses and gaining experience in MA provide professional development for the language teachers to make them feel more comfortable to engage in research. On the other hand, instructors' research self-efficacy beliefs did not significantly differ with regard to doing MA in ELT or other fields, and with regard to the year of teaching experience. Designing and performing research requires having specific research skills, experiences and knowledge about the steps and processes of research. The reason why doing MA in ELT or other programs did not significantly influence instructors' research self-efficacy beliefs could be

because other programs equipped teachers with those skills similar to MA programs in ELT. Therefore, instructors in both groups appraised their capability similarly. On the other hand, while a number of teachers used their teaching experience as a point of reference to make a judgement about their efficacy beliefs during the interviews, ANOVA analysis using questionnaire data showed that teaching experience did not significantly influence instructors' teacher research self-efficacy beliefs. Several reasons could be attributed to this inconsistency between the questionnaire and interview results. A possible explanation is that more experienced teachers stated the need to refresh their knowledge and skills to be able to say they can confidently cope with some tasks in TR as they do not remember and forgot their previous knowledge. Additionally, the instructors in the ELPS who have less teaching experience are currently taking classes in MA programs, are in the process of writing their theses, or have already completed their MA studies. The proximity to research experience and academic training possibly raises their personal beliefs of efficacy. Review of literature revealed that previous research produced parallel findings. Studying teachers' view on language teaching research, Allison and Carey (2007) reported that "those teachers either currently taking courses or recent graduates of courses generally felt in closer touch with a community of practice that would be a source of support and expertise" (p. 70). Similarly, Ismayilova and Klassen (2019) argue that faculty members with less experience might benefit from other sources of self-efficacy as proposed by Bandura (1997). Therefore, it could be argued that instructors with less experience in the present study might have drawn on other sources of information such as research experience when they gauged their capability about doing research. Wyatt and Dikilitaş (2016) conducted research with three English teachers and found that when they gained practical research experience and practical knowledge of research, teachers became more efficacious in conducting research. In their study, research engagement and collaboration with colleagues (e.g. analyzing data collaboratively) altered task difficulty and reinforced stronger feelings of capability among participants although one of them was a novice teacher.

Analyses of the interviews with the instructors revealed several reasons why they felt efficacious in undertaking research tasks. The reasons that operated as an efficacy builder are related to having practical experience (writing MA thesis, doing action project and so on), receiving professional training and having knowledge, experience in teaching, contextual factors (facilitators) and functional attitudes such as considering research as an

integral part of teaching. Bandura (1997) proposes that enactive mastery experience is the most powerful source for individuals to derive information because “successes build a robust belief in one’s perceived efficacy” (p. 80). Hence, not only in this study, but also in other studies (Boran, 2018; Çelik & Dikilitaş, 2015; Wyatt & Dikilitaş, 2016), having practical experiences and having research knowledge were found to be critical factors contributing to feeling efficacious in conducting research. These results mean that having research experience, and hence having familiarity and knowledge of research procedure instil stronger beliefs for instructors in their ability to undertake teacher research in general.

In addition to research experience, academic training was another common reason that contributed to the enhancement of self-efficacy beliefs. In the study done with EFL teachers, Boran (2018) found that the instruction about teacher research provided as part of a course in an MA program produced stronger feelings of capability to conduct research. Present study indicated that many of the instructors obtained research-related knowledge from previous training taken in mostly graduate education. Hence, both present study and her study indicated the beneficial roles of MA course and experience for the development of research knowledge and enhancement of perceived personal efficacy.

On the other hand, in general, not having practical experience, lack of professional training or insufficient training, lack of knowledge, lack of support, perceived difficulties, and contextual impediments were factors that made the instructors feel inefficacious in conducting research. Parallel to these findings, Çelik and Dikilitaş (2015) reported that little to no research experience and anxiety about research led problems with self-confidence. Wyatt and Dikilitaş (2016) reported that limited classroom research and lack of knowledge could result in low self-efficacy beliefs and lead to avoidance behaviour.

In addition to common reasons such as research experience and training, there were reasons specific to individual participants (e.g. having different academic background rather than ELT) or specific to any components of the research procedure (e.g. prejudice against numbers). In terms of instructors’ self-efficacy beliefs on investigating problems and collecting data, some instructors referred to their teaching experience and they had functional attitudes as they believed that investigating and identifying problems as well as collecting data in the class was naturally occurring during the teaching since they continually did needs assessment and observed the classroom to diagnose needs and problems.

Arguably, teachers already possess the necessary skills to do research. We routinely engage in critical thinking as we question the coursebooks, the curriculum, and the institutional assumptions of our workplaces. We are systematic when we observe, analyze, record and interpret the progress of our students. (Hanks, 2018, p. 54)

In this regard, instructors who shared a similar view and thus had functional attitudes tended to appraise their efficacy more positively. Therefore, it could be argued that the attitude toward doing research affected the inferences instructors made about their efficacy beliefs. In contrast, those who had non-functional attitudes towards doing research tended to report lower efficacy in Wyatt and Dikilitaş (2016). In the present study, some teachers viewed the requirements of their weekly teaching duties as instructed by the weekly flow as a factor that prevents them from investigating problems or having a critical stance to their work in the classroom. Therefore, the perception that teaching requirements restricts the time they can save to do research impaired self-efficacy beliefs. As a matter of fact, this is the reason why several teacher trainers and researchers (Allwright, 2003; Borg, 2018; Hanks, 2019) argue that teachers need to be encouraged to integrate research tasks into the routine activities they do in the classroom to overcome this barrier.

Item-by-item analysis was also done to reveal at which part / stages of research process instructors felt they were more or less capable. Similar to the findings of the questionnaire, more than half of the interview participants expressed to feel sufficiently capable across all subcomponents of TR except for doing analysis. The most highly rated items in the questionnaire were respectively, *finding articles and books related to research, using information from articles and books in writing research papers, doing an interview, collecting information by taking notes during observation, using school library to reach books and articles and collecting information by observing a class*. These items are mainly associated with literature review procedure and collection of information using qualitative research methods (e.g. interview, observation and document analysis). On the other hand, instructors felt less capable on items *using statistics to analyze data, categorizing and coding the data obtained from written documents and saving some time in their daily life to spend on doing research, combining and analyzing the data collected through different instruments*. When all these results are combined, it may be argued that the instructors possessed sufficient self-efficacy beliefs on reviewing literature and collection of data through mostly qualitative data collection instruments. This is consistent with findings in other studies (Boran, 2018) and arguments advanced by Padwad (2018), who stated language

teachers do not generally find data collection to be difficult. On the other hand, the instructors had less self-assurance on data analysis (qualitative and quantitative) and saving time to spend on doing research. These findings mirror those of the previous studies (Atay, 2006; Boran, 2018; Borg, 2013; Çelik & Dikilitaş, 2015; Han, 2017; Reyez-Cruz et al., 2018). Especially those who did not have ELT background felt insufficient in doing analysis.

Generally, the participants tended to prefer qualitative approaches in their research since they were more familiar with qualitative procedures rather than quantitative ones. This could be due to the fact that they had prejudice against numbers, do not have the knowledge of quantitative analysis procedures and statistical techniques, or did not receive any training. Hence, they feel less capable in doing analyses. Besides, some instructors did not have the opportunity to observe practical application of tasks related to doing analysis during their training in MA. In contrast, an instructor who had the opportunity to observe teacher trainers model the task in the classroom acquired coping strategies and felt more efficacious. As emerged in the content analysis of the interviews, the instructors usually related the quantitative research methods with statistical analysis and thus expressed difficulty in dealing with numerical data. Some instructors expressed their ideas with negative emotional arousals such as prejudice against numbers when they were asked whether they feel capable of doing statistical analysis. These beliefs seem to have exerted a biasing and self-limiting effect since a few instructors expressed that they did not attend PhD programs because they either underestimated themselves or they are terrified of undertaking research tasks related to data analysis. As a result, this suggests that they displayed avoidance behaviour due to feelings of low self-efficacy (Wyatt & Dikilitaş, 2016). Besides, not being able to do analyses seems to be impeding the perceived capability to produce written reports. On the other hand, both in the questionnaire and the interviews, instructors felt more capable of doing tasks related to qualitative analysis. They believed that analysis of texts and words was much easier than analysis of numbers. However, instructors seem to be more familiar with text analysis, which is more or less related to content analysis and interpretation of written texts rather than coding and categorizing. A routine work of instructors is to critically analyze and assess reading texts in classes with students, analyze essays and paragraphs which possibly makes them feel more comfortable in doing qualitative analysis through interpreting the content and making inferences about the texts. However, quantitative analysis requires skills to deal with numbers and knowledge of statistical analysis that could

be obtained through training. That's why those who had lack of experience, knowledge and training felt inefficacious in quantitative analysis. Parallel findings were observed in the study done by Boran (2018) with English language teachers. Similar to the present study, language teachers in Boran (2018) felt more capable in doing qualitative analysis but reported anxiety and inefficaciousness in doing statistical analysis. However, it is somewhat surprising that many of the instructors associated coding and categorizing of the data with statistical analysis in the present study during the interviews. That's why, they felt inefficacious in doing this type of analysis at first. However, when the process of coding and categorizing were explained to them, some of them altered their statement. This may mean that these instructors never did such analysis, were not aware of what qualitative analysis was or they simply had a terminological confusion while rating the questionnaire.

As for instructors' self-efficacy beliefs on reporting results, instructors felt quite efficacious and comfortable both in the questionnaire and interviews. However, some of them preferred preparing written reports rather than oral forms since they believed that preparing written reports enable them to edit the text, and also to have the opportunity to make changes and to support the text with visual materials. For few instructors, oral reports did not provide such advantages; instead preparing oral reports had several disadvantages such as requiring more time and risk of being misunderstood. It is interesting to note that even though the instructors served teaching every day, they did not feel comfortable with the oral reports and felt inefficacious in doing so. This may be due to the fact that everyday teaching is not directly related with reporting research results. Doing research and reporting its results requires to follow some structured steps. That's why some instructors did not prefer to report results orally and instead feel safer and more comfortable with the written reports.

Students' positive reactions and doing research that focus on local inquiries as suggested by Kutlay (2013) such as doing action research, case studies, formative research and needs assessment enabled instructors to relate their research to the classroom setting and to be more comfortable with applying results to classroom teaching. On the other hand, some instructors indicated some obstacles that caused feeling incapable in applying results. These obstacles were associated with the teaching context such as time limitation, weekly schedule, class hours, curriculum and students' reactions. The pre-determined objectives and standards of the curriculum led instructors to state that they do not do a free teaching. This led some

instructors to even express that they had difficulty in creating a critical stance toward their classrooms similar to teachers in Çelik and Dikilitaş (2015).

In comparison with other steps of research, the instructors felt much more efficacious in understanding previously published research. Although some of them indicated difficulties because of formal language, jargon, meta-language etc., they still expressed to feel capable. Despite difficulties, the factors that made them feel more comfortable in understanding published research were related to their teaching experience, immersive reading and familiarity with the research terminology and structure. On the other hand, not having the tendency to read papers, not believing appropriateness of the research papers for the classroom setting, discourse used by the authors of published articles made very few instructors to either express doubts about their efficacy or feel incapable in understanding published research. This result indicates that those who are not willing to read research papers and do not believe in their implications felt incapable to understand research papers. Similarly, in the study of Boran (2018), EFL teachers believed in irrelevancy of academic research to their contexts since academics were seen to be far removed from the reality of teaching settings. Ellis (1997) argues that teachers and researchers have a tendency to adopt a discourse pertaining to the social worlds they identify themselves with in order to retain their belonging to these communities:

The important point is that the Discourses of SLA and LP [*Language Pedagogy*] are in potential conflict with each other because they represent different social worlds with different values, beliefs, and attitudes. For this reason, the communities that owe allegiance to them find it difficult to communicate with each other. (p. 72)

In other words, Ellis (1997) proposes that individuals belonging to these two domains consider the discourse they use as conflicting, if not totally incompatible with the other, which leads to a possible tension, thereby lack of communication between them. Thus, the discourse adapted in academically written texts may restrain teachers from reading published research and also from understanding them.

5.2 Implications for curriculum and practice

The study has several implications for both language teacher training programs and teacher-research practices as a CPD activity. This study indicated the necessity of revising or re-designing the graduate and undergraduate teacher education program in terms of teacher-research and related courses. English Language teachers should be provided the opportunity to observe and engage in practical application of research tasks such as data analysis, in MA or in-service trainings. In other words, in order to develop or improve language teachers' research knowledge and perceived personal efficacy, not only theoretical knowledge on research but also practical knowledge and the opportunity for hands-on experiences should be given through modelling related research tasks in the classroom before obligating them to do research in these courses.

Instructors indicated to have some challenges in conducting research. The obstacles behind their difficulty to conduct research stemmed from time limitation, workload, weekly schedule, and so on. In order to get rid of these obstacles, instructors should be given time in their weekly schedule for conducting TR.

In order to instil stronger efficacy beliefs, instructors should be supported with their more knowledgeable peers who have prior research experience and should be encouraged to communicate and collaborate with academics. Departmental meetings should be organized for sharing experiences and practices on classroom research as referential comparisons with similar others may exert a persuasive influence when instructors express uncertainties and lack of persistence in doing research (Bandura, 1997).

5.3 Implications for further research

This study was undertaken with a group of instructors drawn from a prep-school of a foundational university. In further studies, similar studies should be done with more instructors to be selected from different universities in order to portray general tendencies of instructors working in prep-schools.

Case studies should be undertaken with small group of instructors through using observation, document analysis and interviews to provide more insightful data and understanding on the factors associated with teachers' self-efficacy beliefs on teacher-research.

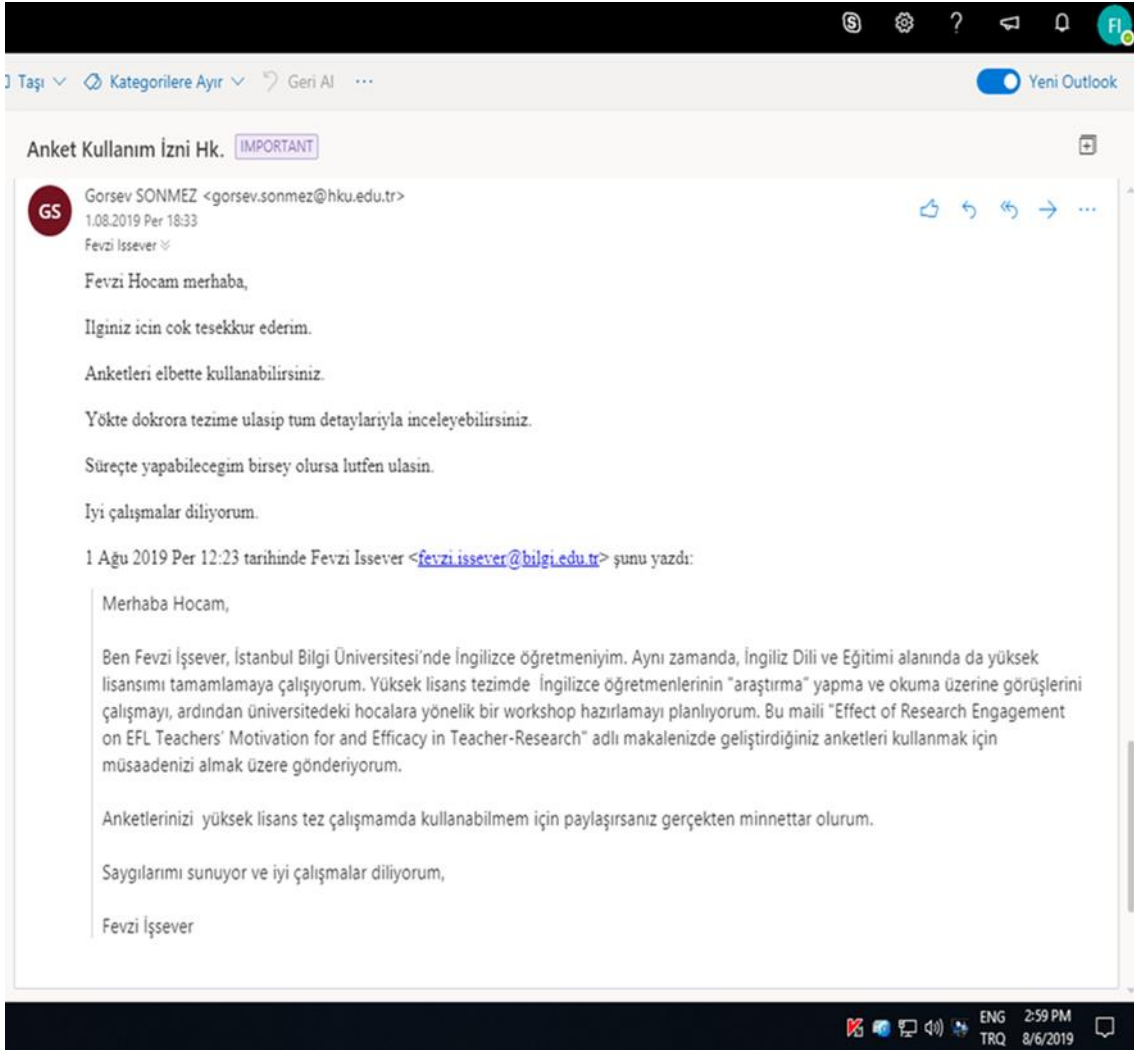
In the study, instructors' research self-efficacy beliefs were examined in terms of limited number of factors; e.g. highest qualification, MA in ELT, teaching experience. In following researches, the effect of other factors (e.g. school type – private vs public, courses taken in undergraduate and graduate education, additional training taken on designing research and so on) on teacher research self-efficacy beliefs could be investigated.



APPENDICES

APPENDIX A

Questionnaire Permission



The screenshot shows an Outlook email interface. The subject line is "Anket Kullanım İzni Hk." with an "IMPORTANT" tag. The sender is Gorsev SONMEZ <gorsev.sonmez@hku.edu.tr> and the recipient is Fevzi İşsever. The email content is as follows:

Gorsev SONMEZ <gorsev.sonmez@hku.edu.tr>
1.08.2019 Per 18:33
Fevzi İşsever

Fevzi Hocam merhaba,
İlginiz için çok teşekkür ederim.
Anketleri elbette kullanabilirsiniz.
Yökte doktora tezime ulaşip tüm detaylarıyla inceleyebilirsiniz.
Süreçte yapabileceğim birsey olursa lutfen ulasin.
İyi çalışmalar diliyorum.

1 Ağu 2019 Per 12:23 tarihinde Fevzi İşsever <fevzi.issever@bilgi.edu.tr> şunu yazdı:

Merhaba Hocam,
Ben Fevzi İşsever, İstanbul Bilgi Üniversitesi'nde İngilizce öğretmeniyim. Aynı zamanda, İngiliz Dili ve Eğitimi alanında da yüksek lisansımı tamamlamaya çalışıyorum. Yüksek lisans tezimde İngilizce öğretmenlerinin "araştırma" yapma ve okuma üzerine görüşlerini çalışmayı, ardından üniversitedeki hocalara yönelik bir workshop hazırlamayı planlıyorum. Bu maili "Effect of Research Engagement on EFL Teachers' Motivation for and Efficacy in Teacher-Research" adlı makalenizde geliştirdiğiniz anketleri kullanmak için müsaadenizi almak üzere gönderiyorum.
Anketlerinizi yüksek lisans tez çalışmamda kullanabilmem için paylaşırsanız gerçekten minnettar olurum.
Saygılarımı sunuyor ve iyi çalışmalar diliyorum,
Fevzi İşsever

The interface also shows a "Yeni Outlook" button and a system tray at the bottom with the date 8/6/2019 and time 2:59 PM.

APPENDIX B

SECTION 1: ABOUT YOURSELF

1. Highest qualification (Tick ONE)

Licence/Bachelor's <input type="checkbox"/>	Master's <input type="checkbox"/>	Other <input type="checkbox"/>
If you chose other please specify:		

2. MA (Tick if applicable)

ELT <input type="checkbox"/>	Other <input type="checkbox"/>
If you chose other, please specify:	

3. Are you enrolled in any formal educational program? (Tick if applicable)

YES <input type="checkbox"/>	NO <input type="checkbox"/>
------------------------------	-----------------------------

If yes, please indicate below.

MA <input type="checkbox"/>	CELTA <input type="checkbox"/>	DELTA <input type="checkbox"/>	Other <input type="checkbox"/>
If you chose <i>MA</i> or <i>Other</i> , please write the name of the program:			

4. If you are willing to contribute in further discussion of this study, please write your contact information:

Name	
e-mail	

APPENDIX C

Teachers' Efficacy in Research Questionnaire

The questionnaire aims to understand how you evaluate your efficacy in research processes. If you wanted to conduct research in your classroom, how would you evaluate the following statements? Read the following statements and check **1** for **Strongly Disagree**, **2** for **Disagree**, **3** for **Agree** and **4** for **Strongly Agree**

1	I feel I can define what teacher research is.	1	2	3	4
2	I feel I can identify some research topics in my classroom.	1	2	3	4
3	I feel I can understand research articles.	1	2	3	4
4	I feel I can write research questions on topics I choose.	1	2	3	4
5	I feel I can write hypotheses about a research question in my classroom.	1	2	3	4
6	I feel I can find articles and books related to my research.	1	2	3	4
7	I feel I can use information from articles and books in writing my research paper.	1	2	3	4
8	I feel I can collect information by observing a class.	1	2	3	4
9	I feel I can analyze transcriptions of audio and video recordings.	1	2	3	4
10	I feel I can choose the most appropriate method to do research on my topic.	1	2	3	4
11	I feel I can prepare a questionnaire to collect information for my research.	1	2	3	4
12	I feel I can transcribe audio and video recordings.	1	2	3	4
13	I feel I can do an interview to collect information.	1	2	3	4
14	I feel I can collect information by taking notes during observation.	1	2	3	4
15	I feel I can analyze the data collected through a questionnaire.	1	2	3	4
16	I feel I can categorize and code the data obtained from written documents.	1	2	3	4
17	I feel I can collect data through audio and/or video recording.	1	2	3	4
18	I feel I can use statistics to analyze my data.	1	2	3	4
19	I feel I can use the findings of my research to solve teaching problems in my classroom.	1	2	3	4
20	I feel I can present the findings of my research clearly.	1	2	3	4
21	I feel I can apply the results of my research to my teaching.	1	2	3	4
22	I feel I can work with other teachers to do research as a team.	1	2	3	4
23	I feel I can use school library to reach books and articles about my research.	1	2	3	4
24	I feel I can define the concepts in my research study clearly.	1	2	3	4
25	I feel I can save some time in my daily life to spend on doing research.	1	2	3	4
26	I feel I can work with my students to do research.	1	2	3	4
27	I feel I can use different methods in doing research.	1	2	3	4
28	I feel I can do research on topics related to my classroom.	1	2	3	4
29	I feel I can do research on topics related to teaching English in Turkey.	1	2	3	4
30	I feel I can do research on most of the topics that attract me.	1	2	3	4
31	I feel I can analyze the data collected through observation.	1	2	3	4
32	I feel I can combine and analyze the data collected through different instruments.	1	2	3	4
33	I feel I can apply my findings to teaching to see if they work.	1	2	3	4

APPENDIX D

Interview Questions

1. Do you feel capable of conducting research? Why/ not?
2. Do you feel capable of investigating problems in your classroom? Why/ not?
3. Do you feel capable of collecting data that you need to solve problems? Why/ not?
4. Do you feel capable of analyzing the data you collect? Why/ not?
5. Do you feel capable of reporting results in your practice in oral and written form? Why/ not?
6. Do you feel capable of applying research results into your teaching? Why/ not?
7. Do you feel capable of understanding published research? Why/ not?

APPENDIX E

Transcriptions of the Interviews

PARTICIPANT 1

Do you feel capable of conducting research?

Yes, I think I do because I have written my thesis previously. From its beginning literature review to the end, I did everything about it myself. So, I think I can conduct research. I feel more comfortable about it after I did it.

Do you feel capable of investigating problems in the classroom?

What kind of problems are you talking about?

One of the steps of doing research is identifying problems. The questions I am asking you are related to the steps in doing research and one of these steps is investigating problems.

I understand. Yes, but not always I think major problems will be common in every classroom. Or I think I can find similar topics when I search on the internet or read teacher research or action research. I feel like I can adapt these studies.

So do you feel capable about it?

I kind of feel capable. I haven't done it before. Actually, when I think about it my thesis topic, it was about learner autonomy. I was thinking that the students weren't autonomous enough and that's how I started to investigate this problem, so yes, I slightly feel I am capable of doing it. Also, when we do research and because we are teachers, we spot the problems in practice. When we encounter something, we can relate it to the problems, so yes, I feel like I am capable.

Third question do you feel capable of collecting data?

Yes, because I collected data for my thesis. It was a difficult process and I had to change my sample. I was going to collect data from primary and secondary school teachers but then after I started here I did it with teachers working here. So, my sample changed but I figured out the thing about sorting the data after I did it. In the second one, I tried not to do the mistakes I made in the first one. So, I feel capable about collecting the data.

4. Do you feel capable of analyzing the data?

Yes, but of course I can't do it autonomously. I don't think I can manage to do it from start to the end on my own. I can get help from SPSS manual, from the internet, I know how to enter the data to excel and SPSS, and how it is supposed to be analyzed. Thanks to my teacher in MA, he/she showed us how to do the analysis in class through practice. He/she gave us homework and told us to analyze them. He/she made us do all the tests. So, it became a habit and experience, particularly after my thesis. I know how to interpret the data and enter it to SPSS.

Do you feel the same about qualitative data?

I chose to collect both qualitative and quantitative data in my thesis. You are supposed to do it with an interrater. You decide the codes together. We haven't studied this in-depth in classes about statistics. In fact, there aren't a lot of books or guidelines about how to do it. So you can look at the completed studies, their transcripts and you can make inferences. I did this with my friend because she was also analyzing the qualitative data.

So do you feel capable about it?

Not one hundred percent because it is not easy to formulate the categories. You need to base them on the literature. In a sense, you write the codes with a subjective point of view. For example, what causes lack of motivation among students? Failure. So, I might not be able to relate these things with each other all the time. There could be other factors as well. You

need to be able to provide your justification. So, it is not always easy to deal with the qualitative data. So, I can't say that I am capable of doing it completely.

Do you feel capable of reporting the results?

Yes, I do. I feel capable and successful about that. I made a presentation to the jury. Besides, I interpreted them in the discussion and conclusion sections of the thesis. So, I feel capable about that.

Do you feel capable of applying research results into your teaching?

That's not related only to my capability. The curriculum, the expectations of the administration, the objectives of the class, these things are not always suitable to your research results. I am aware that I am actually talking about something changeable but sometimes even when we want to try something different in the class, we might not be able to cover the weekly flow of that week, we have these anxieties. So, we can't apply everything in the classroom. But of course, why not? We can integrate some things. For example, at the end of my thesis, I found that the use of multimedia materials increases learning. So, I am trying to teach through them in class or do a wrap up through them at the end of the class. That's how I was able to apply them.

Do you feel capable of understanding published research?

Yes, of course I understand the articles related to my field more easily. When you know what statistical results mean, when you read other research, somehow, this affected that, I mean, you can make inferences even if you are not familiar with the terminology. So, I feel capable about that.

I will ask a couple of questions from the questionnaire. Why did you choose 3 for number 10?

As a person who did her thesis, I feel capable about that. Of course, when you set out to that journey, you need to research it intensively to be able to find it. But you need to have a certain degree of capability in order to be able to sure that you found the appropriate method. So, I feel capable about it, whether I should do it qualitative or quantitatively, whether my interview questions should be structured or semi-structured. I can choose the method according to the hypothesis I am trying to reach.

We talked about this and that one. That one, I feel I can save some time in my daily life to do research. 25 is 3 as well.

It is not always easy to do extra things. I am working for 25 hours. Besides, I need to be able to spare time for myself. So I am not always in the mood of doing research.

We talked about 32. Lastly, item 30. Why did you choose 1?

I am not interested only in doing research about teaching. I'm also interested in neurolinguistics, but I do not have any access to any lab right now. I can't find a case like that. I am interested in doing research about it but I can't do it just because I want to. That's why I chose 1.

PARTICIPANT 2

Do you feel capable of conducting research?

Yes, I feel I am capable.

And this stems from, this is because already...

I am already doing, and have done research projects...

This one, I can identify problems in the classroom.

Yes, because I believe I am a good observer. This is quite helpful in terms of diagnosing the problems...

Are these learners or teaching related problems?

I don't feel quite objective in terms observing myself and I don't think I can observe myself during the teaching process but I can detect learner problems comfortably... This one I said about collecting data...

This one, I can collect data...

Yes, I can collect data. But sometimes it feels like I can't reach the data to solve the problem I have on my mind, it feels like it needs to be more detailed, like I could do it from a different angle, so I don't feel that safe about collecting data.

What about analysis?

I don't feel competent at all about analysis because I learnt using these tools on my own. I haven't had a formal training from an expert in an instructed manner yet. So, I am having problems about analyzing the numerical data, but I can analyze the qualitative data comfortably, because I have always worked with that kind of data.

I can apply the results of the research I did in class, I can't do it, or I would have difficulties here.

Knowing the results of my study, if it is a case study of course, I can apply it. However, sometimes, my research questions might have contradictions, and the participants of my research and students might not be the same. Then in that case I can't apply it completely.

You mean if it is context-specific you can apply it but if it is not, if it is a study you conducted somewhere else, it might not be...

I can't change my teaching just because I have found these results from my research. I can't direct my teaching accordingly, in a clear way.

For the seventh one, we said...

Because I can't analyze the numerical data, I am having difficulties in reporting it. But the other data, like I mentioned, interview results or the result of something observed, I can code and show it easily.

Lastly this one...

I don't have any other problem with that either, I can understand a published research but...

You said something about variables?

Yes, but if it has two or three variables and if it has a method that I am not familiar with, I do not understand the analysis section clearly.

16. I can categorize and code the data obtained from written documents.

If we think that a computer program like SPSS has been used here, I don't feel competent about using it, that's why I cannot categorize it.

If we think that more like a qualitative data?

I can categorize it much better.

Did you do it before?

Yes, I did.

Is that where your confidence comes from?

Yes, actually, I have done both types of research, I feel like in the quantitative one, the data did not take us anywhere. So, I thought I did something wrong while I was coding the data, so I don't see myself fully competent there.

This one, heavy workload, working etc. affects it in terms of saving time.

Yes, doing research about something or spending extra time on teaching, I always prefer to teach, unfortunately maybe? If I need to spare extra time for research, I am not that motivated.

We also talked about the students. What was that?

I do not like working with my students that much because I don't think I am objective when I work with them, I know too much about them, and I feel like it prevents my research from being objective.

I guess I am not going to use that, but I am curious, what do you think about that? The one about hypothesis. What is it? I am not sure really.

I sometimes diagnose the problems but then the results can be so different that I can't say I can confirm my hypothesis just because I am thinking so, but because I can diagnose the problems well, and because I feel like that, I feel like I can also make a claim about that a little.

PARTICIPANT 3

Do you feel capable of conducting research?

Of course, not right now. I have taken the research methods class in MA and I have the theoretical knowledge, but I can't be successful right now because I haven't put them into practice yet.

I am going step by step according to the stages in doing research and the next step is identifying a problem for your research. Do you feel capable of investigating problems in your classrooms?

Our general problem is related to the motivation of students related to technology but.... I have to read about these things, problems can't be found just because you think it is a problem.

Your answer to that question then?

No.

Do you feel capable of collecting data to solve these problems?

I have the knowledge of the process but because I haven't tried doing research yet. I need to try it first. To be able to obtain the true information, I first need to study and then go to the right people to collect data.

So, what do you feel about your capability in terms of collecting data then?

Right now, I can say below average.

My next question is do you feel capable of analyzing the data?

Not at all. I do not feel capable at all because I don't know the quantitative data and using SPSS, I haven't taken that class yet. I don't know about the variables, what standard deviation means. But I know that you are supposed to collate the ideas under themes in qualitative data, but I don't have the experience. If you ask me to do it now, I can't.

Do you feel capable of reporting the results?

I have conducted an action research project. I analyzed the results there, but I already had the results. I have just reported them in a written form. I used both qualitative and quantitative data. There were questions related to the themes as open-ended questions. So, I was able to report the opinions of students as positive and negative but this was just an assignment. It is too early for me to do it if we consider the thesis process. It needs time and I will need to work hard. It is not something that I can do alone comfortably.

Do you feel capable applying research results into your teaching? Do you feel capable of applying your research results into your teaching?

When you think about it, quantitative data does not provide solutions because it just makes generalizations. We can only see whether there is a problem through quantitative data. So, you might need to do another research for this. In the qualitative one, if I asked questions to the students with the aim to produce solutions or their ideas about what could be better for

them, I can apply them. But isn't all this about application in teaching? Seeing whether things work in the classroom by having control and experimental groups?

So, do you think you can apply research results into your teaching??

Actually, there aren't a lot of applicable things, we just make a diagnosis. I don't think there are a lot of things related to solutions.

My last question is do you feel capable of understanding published research?

I now understand them. But if I hadn't taken that class...

What class are you talking about?

Research methods, if I hadn't taken it, it is similar to how we teach students, you know we get them to write introduction, body and conclusion paragraphs, we tell them to open up their ideas. Similarly, I now know what literature review is, what abstract means, I am familiar with instruments and methods. But if I hadn't taken that class, I couldn't understand published research.

Why did you choose 2 for 10?

Because there are a lot of variables, the variables are very different. You need to have substantial information in order to be familiar with all the variables and choose the appropriate method. I know about qualitative, quantitative and mixed methods because they are the one that are commonly used.

32.

I can combine and analyze data through different instruments. I know how it is done but I don't have the experience.

I understand so it is mostly related to experience.

I need to check the books again while I am doing this. In order to be able to report the results correctly...

What about 30? It is 1, too. No it is 2?

I feel I can do research on most of the topics that attract me. In 30, I don't think I can do research on every topic. Time and research is restricted. It also depends whether there is enough information about the topic in the literature. Or maybe the topic has been studied too much that there is no need for further research.

PARTICIPANT 4

Do you feel capable of conducting research?

Now yes, because I have completed my MA, but before that, no I didn't... Because I didn't know what research is, how you conduct it, how you can write research questions, what are the research methods, and how you can use them.

Do you feel you can do action research?

Not with SPSS by myself. But maybe... Which one you say? I can do a qualitative one.

Do you feel capable of investigating problems in your classroom?

Yes, I can.

Identifying problematic issues. What are the factors that make you say yes I can?

I think experience. After a while, when you see a lot of different kinds of people and students you understand, you know if something doesn't work and you know that it works normally and you know there is a problem with someone then you understand there is an issue there.

You identify the problem, can you specify...

I can identify the problem and find a question, yes, I can make a research question about it.

Do you feel capable of collecting data that you need to solve problems?

I can make surveys, observations, interviews.

Do you mean you can create the instrument?

It is difficult to create instruments.

You mean you can collect the data through different instruments.

Yes, exactly.

Is it because you have done it before?

Yes of course, if I hadn't completed my MA I wouldn't be able to.

Do you feel capable of analyzing the data you collect?

Not a quantitative one but a qualitative one.

Why not?

Because I am not good with numbers. I don't know the SPSS program. We didn't have any... How can I say? We haven't received any classes about it. We haven't received training about it. Because of this lack.

Did you receive a class about the qualitative data?

A little bit more compared to the other one yes. We learnt it more like by reading the research projects. I learnt it by reading books about it. I learnt how I can do it because I had to do it so I studied about how I can do it. There is also this thing we do not have access to SPSS here, the school needs to provide it, so there is also the financial aspect that limits us.

Let's think not about SPSS but something like taking percentages from the test results of students.

Yes I can do that, if it is that simple, in the classroom, when you think about it as a small scale, on our own, yes, or the needs of students, something like you can prepare an error correction material, you can diagnose the areas where they make the most mistakes, and let's say 15 out of 20 people I can do analyze that like this.

Do you feel capable of reporting results in your practice?

Yes, after doing the analysis reporting is the easiest part.

Which one is easier, do you think there is difference between oral or written form?

I don't think there is a difference.

Did you do it before?

Yes I did.

Is that why you say you can?

I think reporting orally is a personal issue. Not everyone feels that comfortable when they present it orally. They don't feel comfortable, I feel comfortable personally in both of them. But oral practice is not easy for some people and it causes a lot of anxiety.

Do you feel capable of applying research results into your teaching?

If I don't have a time limitation that affects me, yes I can. I can apply it. I can do extra things

What do you mean by time limitations?

Our weekly schedule. Our class hours, topics that we need to cover, if I don't have such limitations I can apply them, it would be better actually, I'd be willing to apply them, we would try to solve the problems that way.

Last one...

Yes, right now, I really understand them quite well, I am really good at understanding, I know where to look, where to find the results, reading the abstract etc. I feel capable now but all of these happened after doing MA. It happened with experience. After reading 150 articles, I mean.

10. That one 10. Why did you choose 3? I feel I can choose the most appropriate topic.

Because I still need to get a second opinion. That's why I chose 3. Ok I feel I can do it but it is like I need to ask somebody else as well, to check whether I am on the right way...

Previously you said you can do the qualitative analysis but here you chose 2 for 16, it is more like you disagree here, why?

It is because it says coding. I thought of coding as something numerical.

It actually says written documents.

I thought coding as something numerical that is why I chose 2. But right we have been doing coding in qualitative too, right? Maybe I can choose a little higher in that one.

18. We have talked about statistics. We have that one 25, why is it 2?

Doing research is a matter of commitment and eagerness, you want to do it in the classroom but you don't have that time because of the syllabus and pacing, then you start to think why I should spend time to do research.

Ok I am also trying to focus on... It does not have to be an MA thesis. Maybe you know the research that we have in CPD, like action research. Do you feel the same about it?

Yes, I think so.

I guess that's because it has the same processes more or less.

Yes.

32. Why did you say 3?

I said so because of experience.

But it is not 4, a little bit here, why?

Because I always feel hesitant about that. It feels like no matter how much you practice it we need a second opinion. It is as if we always fail to notice things. At the end of the day it becomes scientific document, so when it is like that, always we need to consult and get ideas.

So, when I look at the questionnaire, especially the ones related to the analysis, are they 2 because of that? Do you feel you need support?

Yes, exactly.

PARTICIPANT 5

Do you feel capable of conducting research?

Do I feel capable? Partly yes partly no because I have done research before. Why? Because I have done several research both in MA and in DELTA. I generally have overall ideas about what to do and how to do. However, because I haven't been doing research for a long time. I might need to check the literature to get a sense of where and how to start.

I am trying to focus on our classrooms. Do you feel capable of investigating problems in your classrooms?

I think I can because, again, I have done similar things. Because I have done a needs analysis as a research. And then I did research based on that. So I would do this before I collect data. But If I am supposed to collect it from students, and if I am going to do research, I would first give a test, and discover their needs, I can do it based on that. Besides, there are students who I observe, and I can find who has problems in speaking or in different areas, particularly writing. So, I say these students have these problems and based on that I can probably do something about it, so I think I can do it.

Do you feel capable of collecting data that you need to solve problems? Let's say you identified a problem. To what extent do you feel confident, competent or capable? Or do you feel capable?

About data collection... Finding the need is very important in terms of data collection but I need someone's help to figure out how to collect data or which method I need to use. I mean I don't feel competent about making decisions about that on my own.

Do you feel capable of analyzing the data?

It depends on the type of data. Qualitative or quantitative? I believe I can analyze qualitative data because I have used those methods, because I don't have that thing for maths, there are these statistical programs, I am not familiar with SPSS, they did not teach us using it. So, if

I needed to do a quantitative research I would not be able to do it. I can't analyze numerical kind of things.

Do you think the know-how of that is necessary?

I think quantitative data is also very important, but if I needed to do research I would particularly avoid that part of the research. That's my opinion. Because I don't have the knowledge. I would move towards the qualitative part of the job. I would choose the easier one. Because I don't have the knowledge of the others. I didn't receive any training. If I had received a training about SPSS, if I knew the basics of the job, maybe in data collection, if I did some triangulation such as two qualitative one quantitative methods. I would use it. But I haven't used it in my MA thesis either because I don't have the knowledge. We haven't received a training about it. People who had to do statistical analysis in their MA theses got help from people who knew about SPSS, so I don't know.

Do you feel capable of reporting results in your practice in oral and written form?

I feel I can do it better in written form. You can supplement it with graphics and charts. I feel I can do these things; I am saying I can because I have done it before. In oral form, is it like presentation?

Yes, maybe.

I think I can I don't think I'd have any problems. It wouldn't be difficult.

Well, I can or can't apply my research into my teaching. About that, do you feel capable of applying research results into your teaching?

I think I can because again I have done it before. In DELTA module 3, our task was this. We formulated a mini curriculum, a course program, we determined the needs of students by collecting data. Then we chose certain areas to focus. Then we wrote a mini curriculum accordingly. It was something about designing an 8-week program according to the needs of students about how we can implement. So, the research we have done was directly related to how we can apply research into teaching. So, I can do it with some research and refreshing my memory.

For I feel I can choose the most appropriate method, you need someone's help.

I might need it.

You might need to revise to be able to remember and get help.

Exactly.

That one ok, you said 4. Code and categorization, you have done it before so that's why you said 4.

Yes.

I am just asking to double check. Statistics 2.

Yes, I said it exactly.

Ok we have answered that too. What about this one? I feel I can save some time on my daily life to spend on doing research. Why is that 2?

Let me put it this way, because I am very busy due to my work. It would be too much to spare time for this in my private life. I can barely manage my daily routine.

Why did you say 4 for 32?

I guess I need to revise my choice here. Because yes, I can combine it and analyze it. Different instruments, because we talked about SPSS. I can't do that. So, if it is qualitative yes, but I'd definitely have problems about different instruments. So, I need to choose 2 or 3 here. It would be more appropriate if I choose 2.

I forgot to ask the last question. Do you feel capable of understanding published research?

I think I can understand, why I can? Because we have been reading stuff about ELT for years, we have been doing research, we got hold of the terminology, so yes, I can understand it.

PARTICIPANT 6

Do you feel capable of conducting research?

Yes.

What factors make you say yes?

Because it is something I have done before. I also think I was successful. I saw the results of my work. Based on the results, I took some precautions, I made changes in my teaching, regarding my teaching skills and ways. I have seen its beneficial impact on students. Their speaking skills developed. So, they started to look at learning English from a different perspective. The students also enjoyed our projects because we studied something that was student centered. The students that participated worked hard and they enjoyed it a lot.

So, you are saying that the results were positive and this made me...

It showed me that I can do it. I didn't question whether I was capable of doing it before I started to do my research, either. I knew I could do it from the start because we are teachers. I mean, we keep trying new stuff in the class and we see their impact. We have an insight about that and based on that insight because I think I can do research comfortably. I started to do it without hesitation.

My second questions is a little related with, you said we gain insight. Do you feel capable of investigating problems in your classroom? In action research you find a problem. How do you see yourself about identifying those problems? Do you feel yourself capable about it?

Yes, I do. How do I investigate problems in the classroom? First and above all, my experience benefits me a lot because I worked with different groups of students, with different age groups, and... I am quite skilled at observation, like every teacher does. I have it too. When I look at a student, I can scan their profile immediately. I diagnose the problems they have through looking at their mistakes, the questions they ask, from their general attitude, and other things that do not come to my mind right now. So that's how I find the needs of that student. After I diagnose them, with a certain amount of knowledge and experience, and it is our job anyway, I see the problem, diagnose the problem and find the solution, that's how this process works.

The third question, do you feel capable of collecting data that you need to solve problems?

Yes, I know I can do it. In our project, I collected data from students through different surveys and interviews. I made my own observations and I also made the students do peer observations and elicited their opinions. I also had the opportunity to try a number of things in the needs analysis part for my assignments in DELTA, like questionnaires and interviews, self-evaluation forms etc. I used all these instruments. The data that comes by using these documents are quite efficient. When you get students to write something, it can also be a tool for you. You can simply collect data from students' writings and do a needs analysis for example.

Ok you have collected the data, do you feel capable of analyzing the data you collect?

Yes, I feel capable about that one as well because you need to analyze after you collect the data when you determine the needs of students. I mean you need to analyze it to actually determine the needs of students, in fact, it depends on what you are teaching, what they want to learn, in what areas they need support. For example, if it is about speaking, the tools you

used with the kids, if it is writing, you write it with the tools that you used with the kid, how you are going to evaluate that kid, I mean he or she needs to learn something because they will enter an exam or apply a masters program, you need to determine the endgame there. What is the goal of the students? What is his objective? What are the criteria to achieve that goal? What are we looking at? Vocabulary usage, grammar etc. I analyze the data I collect according to that criteria. I look at what kind of mistakes he makes in grammar, whether they are systematic, if they are so, you need to spend more time with them. I look at what kind of vocab support he needs, what mistakes he makes. After I analyze these one by one, their need emerges.

Did you learn these things by doing them or did you do them with others?

I learnt them by doing them. I also did Delta. I did it in my action research, but we also do it in the classroom automatically. If the students make the same mistake three or four times and we catch it, we think that kid doesn't know it and place an emphasis there, sometimes we work with students one to one, sometimes when we see a general problem about a topic we feel the need to bring some extra reinforcements.

Do you feel capable of reporting results in your practice in oral or written form?

Yes, I can. I did that too. I presented my action research project in a TESOL conference in the USA. It attracted attention, people asked me questions and I was able to answer them. There were quite detailed questions. I was able to answer the questions comfortably. I realized that I had the command of my own study, so I presented it in different places. So, yes, I can report it when I complete my study.

Do you feel capable of applying research results into your teaching?

Yes, I can. I did that too.

You also said that students thought it was efficient.

Exactly, when you do something formative, you make a plan, you follow according to its steps, but you need to evaluate everything during the process because an issue that you consider to be a problem might not actually be a real problem, so when you realize it is not a real need, and there is another pressing problem, you have to change your form. You need to make changes in the cyclical process, and also sometimes the problem disappears somehow, or the kids somehow solve it and they learn. But sometimes a problematic issue emerges independent of it, and you make changes according to your observations, you need to do them automatically, when you do this, you see that the results are positive, and you say it is over I did it.

Do you feel capable of understanding published research?

We are practitioners, my practitioner side is more powerful, my academician side is not that strong, of course I have done academic research, it is not something that I like, the reason why I don't like it, I don't want to say I don't understand the academic language but it is too detailed, I find it boring, and the word sets they use is sometimes unusual for me. Sometimes I have to think about what the writer is trying to say. Yes, of course I can read it, understand it but practice is much easier for me.

A friend of us expressed that really well. He said they like to dress up the language.

Exactly, it gets boring and you get detached from it till you understand it. So I do not like reading dressed up stuff but I of course read it when I have to.

I particularly wanted to do that interview with you. In general people rated 1 in this one. You rated 4.

Which one is that?

10, I can choose the most appropriate method.

I can choose it, yes. I have mentioned that I use some tools to do research. I have made a lot of readings about that in DELTA. So I know which tool is appropriate and which method needs to be applied, to which one students answer better, how to collect maximum data, I have made a research about that...I have the knowledge about that so yes I can identify the most appropriate methods.

This one 16.

I feel I can code and categorize the data. This is also related to needs analysis. That's what I talked about. I need to decode it when I collect the data to be able to analyze it. I categorize it later. I mean is it about grammar or vocab... Whatever is required. That's how I categorize.

About statistical analyses...

I can do it, but it is not something that I like. I can also create charts and graphs from my data. So, I can read and use numerical data.

25: Why did you choose 3?

I have rated 3 because I don't like it. I of course can save some time for it. Actually, I don't have a lot of responsibility in my private life. I have some time that I can devote to research, but the questionnaire has I feel in the beginning. I don't feel like I want to save some time for research anymore. That's what I wanted to say.

Last one, we have talked about that.

I feel I can combine and analyze... Yes, I collect data by using different tools. Then, I bring them together to analyze them. After that, of course I categorize them. That's because I did it before. I know how to do these things. If I didn't have the experience, these are not easy things to do. You need to read a lot of things to be able to do them. You need to delve into several articles. I do not like it that much but I know them because I have done them.

PARTICIPANT 7

Let's start with the first question do you feel you are capable of doing research?

I feel I can do research. All of us spend a lot of time in the classrooms. We get to know students. So, I can ask the proper questions. Therefore, I think I can do it somehow. However, I am not quite aware to what extent I can do it accurately according to its rules.

Do you feel you are capable of investigating problems in the classroom?

That's changeable for me because sometimes I have so many class hours in one classroom but less in others. I get to know students better if I can spend more time with them. I figure out their learning styles. This is because I develop a good communication socially with them. So I think I am good at solving the problems in classes where I have more class time, at knowing how to approach these problems. However, this depends on time. I am having difficulties to diagnose the problems of students who I see less. I find it difficult to judge whether they have general learning problems or whether it is a temporary problem but of course in general I think I can solve problems.

Third question, do you feel capable of collecting data?

Collecting data depends on my communication with the students. As I said if there is a problem, we formulate some questions to collect data, or we somehow have an interview with the students, so I feel I can collect data here, yes.

Do you feel capable of analyzing the data?

When I have a lot of data, I might get confused. Let's say, I somehow collected the data. We now need to analyze them to create a better classroom. However, I do not think I am very good at analysis. When I have a lot of data, it is illuminating in terms of certain problems. I realize what I am supposed to do. However, it is a difficult process for me because in the end I am not able to say that I obtained this data from the students, I learnt this, and now I

am going to analyze it and apply these results. Therefore, I am not going to say that I am good at it.

Do you feel capable of reporting the result of your research?

Similar to the previous one, I think I am having problems with reporting the results because I can't do the analysis. If I collect my data properly, in a good classroom where I spend a lot of time, the results could be more revealing. However, I am not good at reporting the results because I get stuck in the previous step, so I am not good at this step.

Do you feel capable of applying the results into your teaching?

If I was able to do the analysis, and write my results, I can do this. However, we are working at a university and there is a certain schedule that we need to stick to. We also share the classes with other teachers. Therefore, I do not have time and we aren't doing such a free teaching here. For example, there are attendance issues, homework that need to be given. So, I think I don't feel that I can apply the results that much because our freedom is restricted so I don't think I can apply them.

Do you feel capable of understanding published research?

I think I am not very good at this. When you are not good at something you do not want to spend time for it. So, I don't read that much. However, if there is a problem in the classroom and if I feel helpless, of course I try to read about the problem. If there are issues similar to what I am experiencing in the article, I can understand better. However, I come across utopic things. It is impossible to try them in class. I am having difficulties in understanding them in those cases.

Let's go over the questionnaire. Why is number 10, 2?

This is because while I was doing my MA, I had so many difficulties in terms of time. I was working in two jobs. I had one-to-one private classes. Then, I started to work here and I was very rigorous in my teaching. Therefore, I couldn't pay much attention to my MA. Besides, I went to the classes in MA but they were not efficient. So, when I think about this question, I can say that I do not see myself fully competent about it. If I was able to do it I'd say so.

16...

I can't do the analysis as I mentioned. Doing a proper analysis after data collection takes time and technical knowledge. I am not good at it so I gave it lower scores.

18...

If there was zero in the scale, I'd choose it. That's what I'd give because I can't do it. We learnt the methods to do that at university. I mean they give a course about it in MA but then they just tell us to go and do it. They do not show its practical application in the classroom. Nobody says let's do that together. So, it stays as something we have seen but not learnt. Even if I study on my own after it is taught, I forget it the next day because we do not learn it through practice. I somehow managed to do it while I was doing my research in MA but if you ask me to do it now, I can't.

25...

If I was doing it now, I could save some more time because I got used to working here and also things are going on the right track. I also gained more experience so maybe I can save some more time for it. However, I had lack of time while I was doing my research so I couldn't save enough time for my research.

32...

That's again related to analysis. It is OK about data collection but about analysis as I said because we haven't practiced them I think I don't have it. That's why I rated it 2. That comes from data collection and not analysis.

When I look at the questionnaire, you did not have that many ratings of 4 and the ratings are generally either 2 or 3. What is the reason for this?

One of the biggest reasons of this is lack of time. I wasn't going to complete my research, if I had had more problems in terms of time. I just did as quickly as possible. If I did my MA again, I'd be more rigorous, I'd try to learn it and I'd try to do in a manner that'd benefit me.

Let's think you are doing an action research project here and not in the context of an MA. Would you do it in the same way?

No, definitely not. I'd focus my classroom more, and it'd be easier to get the necessary permissions, I'd do it with students that I spend more time with, I'd focus my own classroom. I'd ask my friends who are really good at analysis to help me. I'd do it much better here.

PARTICIPANT 8

Do you feel capable of conducting research?

Yes, I do.

What factors affect fact that you say you can do it? Why do you think you can do it?

First of all, to be able to feel better in many ways, in several aspects, continuing my job...

This is a question directed to your capability rather than motivation.

Although not in ELT, in other fields such as history...

What was your major?

Translation Studies.

Is that the reason why you are saying that?

Yes I conduct studies better in those fields. I can write better. I can do systematical things.

What about ELT? Can you do it in ELT?

Actually, because of that, I feel like I can do it in ELT as well.

Let's imagine you are going to do your research by identifying a problem from your classroom. How do you feel about your capability in terms of investigating them?

I am not that capable. You are talking about naming them.

You are not capable about naming them.

Naming them yes of course. I'd consult TDC. I can describe the problem but I might be incapable about describing it according to the literature.

I understand, what you are saying is I can identify the problems but when it comes to name it, you would have to consult TDC.

It depends on the problem of course. Let's imagine, what can it be? Something social.

So you are thinking more in terms of sociological issues.

It could be something about foreign students. Other than that my...In the final run, it depends on which skill I am teaching. It is already obvious which skill that I am teaching. Something that can be described well. In fact, I am not as familiar as TDC about the problems. It depends on where you locate it.

Do you feel capable of collecting data?

Collecting data is something I might be bad at.

Why?

That's because we are talking about doing research in ELT. If it was about other fields, I am capable of collecting data. I can collect data in translation. However, I'd probably try to get help. I need to be taking feedback in that process. I am not a complete researcher in ELT yet. That's why.

Let's say you collected data. Do you feel capable of analyzing it? Let's first focus on quantitative data.

Of course I can. Making an assessment and then inferencing. You are making a conclusion. Why not?

How is data analyzed?

It depends on the data. For example, the questionnaire you gave me. It has limited options. First you need to sit down and evaluate it quantitatively. Then, you will have a couple of possible results on your mind. Before you analyze it, you will probably spend so much time on the topic you are doing research about. Then, the results will either emerge as A, B, C, or D. Like the questions you are asking. I mean, it will either be strongly agree, disagree, agree or strongly agree. I can use technology or the computer.

Ok, we are doing interviews with students, let's say you did an interview with students. Do you feel capable of analyzing the interview? Let's say you have 15 students and you conducted interview with them.

If it is not open-ended that much, why not?

What do you mean by open-ended?

You are doing research to solve a problem. As long you do it to the point....

As far as I understand, you are relating it to the data collection process. If your data is to the point, you can analyze it but if it is not it would be difficult to piece it together. Let's say you have done research. Do you feel capable of reporting it?

Yes I do.

Would you have any difficulties?

Not at all, we have already done it.

Can you report it in written form?

Reporting it orally rather than in a written form is more suitable for me. It is more like what I am inclined to do.

Why? Is it because written report is more time-consuming or are there any other reasons?

Because my pen is always stronger than my tongue. I feel more comfortable in oral form. It is something personal, I guess. I can't make a generalization about it.

Do you feel capable of applying your research results into your teaching?

I mean, yes you can, it requires a certain filtering.

So, you mean that you would have to change it.

Definitely.

You can't apply it totally then.

You even have to grade the language. You need to word everything completely.

Ok last question.?

Ermm...The seventh question. Understanding published research. What do you mean by published research?

A guy wrote an article. He did research and submitted it as an article. Do you understand it when you read it?

I feel like I can understand it. But that might not be one hundred percent. Because I haven't become a complete researcher yet...Methodology, I mean what I keep saying about TDC...

You feel the need to consult...

I need a guide...

You need to take feedback, whether you are doing right or not, you might have uncertainties...

Doing data analysis, I keep saying that I can do it but what I actually mean is that it can be only done after a good start. Therefore, there should definitely need to be guidance for that start. So, I can't do that individually.

16, what did you say for 16, is it 3? You rated 3.

It is not something that I can claim to be very strong but, why not? I felt like I can do it. That's similar to what I have mentioned before. How striking can your data be? The questions you ask have a certain scale. It can be done but still I don't feel like I am quite capable.

You said 2 for statistics.

I first thought to give it 3 and then did 2. That could even be because I am bad at maths.

Really? 25, people generally give a lower rating, you have a higher one. 25, it is about time.

Why not?

So, you say you can spare time.

Why not of course?

How would you evaluate that when you consider the conditions of the university here?

The conditions of our university are actually conducive enough to be able to do research. It is not possible to go and do it in other schools.

No, I think of it as a study you are doing here.

I can spare time, why not? We can use the weekends or the evenings, the lunchbreak is 2 hours. I can study for an hour and I can rest in the other. It is not that bad.

PARTICIPANT 9

Do you feel capable of conducting research?

No, I don't think I can do research whether it is related to my own field or any other one, I don't know it.

I am thinking more about our classroom. Finding a problem in your classroom, can you identify a problem? Imagine that you are going to write your thesis as an action research.

I don't think so.

About identifying problems?

I don't think so...

Why not?

First of all, I haven't received any professional training about it. The INSETTs here never focused on that. So, I don't think I have the capability to determine a research or action research question in my classroom, I don't even have it to develop a research question, I don't think I have that mindset.

Do you feel capable of collecting data?

I will give similar answers, I don't have the competence, so I don't feel capable in data collection and analysis.

Is that just because you haven't received training in INSETTs, but at the same time you have received classes in MA?

The classes in MA focus on theory, so I didn't get and still don't have any practical insight on how to convert that knowledge into use in the field.

Let's say you complete your research. Do you feel capable of reporting the results in the workshops?

I can of course report it. I feel like I can do the presentation part.

Let's say you completed your research. Do you feel capable of applying the research results into your teaching?

Yes I can, if something is completed, I think I will be able to apply it. If the question is based on the classroom, and the result will be something applicable, I think I can adapt it for my teaching.

Do you feel capable of understanding published research? Why/ not?

That depends on how the data is analyzed. I will probably understand qualitative research but if it is something quantitative, I probably won't understand it if it is something done with programs like SPSS or ANOVA, it is not easy to read it.

16, categorize and code the data obtained from written documents, qualitative data...

If it is qualitative, what I mean here is written document alright? if it involves interpretation, I can interpret it. But if it requires some sort of tool, I don't have that.

You can interpret it but the analysis section...

Arriving at a conclusion...If it is about supporting a hypothesis, I most probably can't do it.

Can you do statistical analysis?

No, I probably rated that without thinking about it When I look at it now, I disagree.

So you mean you can do it.

No no I mean, when I look at it now, I am saying that I can't. I misinterpreted it.

You have already stated the same in the questionnaire. 1 means you disagree

No problem then. Of course, analysis, using a data program and analyzing it, I can't do that. I don't have any knowledge about how to do statistical analysis.

PARTICIPANT 10

Do you feel capable of conducting research?

I mean yes, I feel capable a little but... when I do research I follow the steps of research articles I read but I feel like I am not capable to the degree where I can say ok I have this problem and that method is good for its solution. I usually use experimental methods, or semi-experimental method because we have two classes and the students in those classes are randomly assigned. I know the terminologies related to experimental studies and I conducted a study on learning vocabulary like that but how can research on another topic, let's say something like giving writing feedback, be conducted? But I am not familiar with all the research methods. I might not be capable in that sense.

Do you feel capable of investigating problems in your classrooms?

I mean yes, but not all of them of course, but in general. We are doing so many things in the classroom simultaneously so I can't say that I am observing the students to diagnose problems. If I need to do research, if I have that perspective, maybe.

Then you are not looking at your teaching with from a critical standpoint.

I mean no I don't because we have a pacing. We are supposed to cover some topics in a certain period of time. Students have different expectations as well. They get bored, they want to play games, but you have to cover that week's pacing. Or you need to revise some other topic. In that chaos, I can't focus on problems and think about how I can solve them. We do not have time to do action research because it is not suitable for our setting and we do not have time.

How does this affect your capability then?

It is automatically affected because you need to be doing research continuously to be able to feel capable. It is difficult to be a teacher and researcher. It is possible but look I am reading the exams here. We have a baby at home. So I don't have much time to think about things outside the school. Even if I observe students I can't save time to conduct research.

Do you feel capable of collecting data?

When I do it I usually look at what other people have done and how they collected data. I look at their methodology particularly. Apart from that, I can't say that I feel competent about all the methodologies and I know them very well. When I did my research, I did interviews with students and I gave them a survey. We learn these things from the e-mails. These are the things that everybody does. I received a class about methodology but do I remember all of them? No. Because it was too detailed, quantitative qualitative, they have different types and varieties. I do not remember all of them.

Do you feel capable of analyzing the data?

As I said, I also looked at what other people have done when I did the analysis and to be honest I don't feel myself... but maybe I can use the programs for numerical data but analyzing a transcribed text... finding the keywords is really difficult. I guess I can't say I am that capable. I conducted research about pleasure reading. I did interviews with students. All of them say different things. Ok I found some common themes, but it is difficult to analyze these kinds of data.

Do you feel capable of reporting the results?

After I had the results, I wrote something accordingly in our study. Was I able to analyze them well? I do not know about that part. Maybe a more experienced researcher could have analyzed them in a different way but I somehow...

It is like the analysis section affects the reporting section.

It is kind of like that. Maybe if I analyzed my data with different methods or if I used different data collection tools maybe the results section would be affected as well. You are writing everything according to the data. You have a hypotheses in your mind. You stretch and bend the data to make it suitable to that.

Do you feel capable of applying research results into your teaching?

I think I was able to do that a little. I conducted research on quizlet. I was already using it in the classroom. I also conducted a study on writing feedback but if you ask me whether I am applying it actually I can't... We are using error correction codes in our classrooms but some of the students don't know them. We try to use these codes instead of giving direct feedback to their writing but it takes more time in that case. So I can't apply everything in the classroom. I didn't try all the methods in the classroom. I was already using quizlet but I never said that I did research about these things and let's see if they are working in the classroom.

But my main question is do you feel capable of applying them?

We are using quizlet in the classroom. In my research, I got students to use quizlet outside the classroom but if you ask me now how many of my students use it outside? Ok I am trying to get them to use it in the classroom as long as I have time. I was telling them to use outside the classroom as well while I was doing research about it. Now it is an optional way to study vocabulary and only those who love the application use it.

So, you are saying that you feel capable of applying them?

I can if I think that they work.

Do you feel capable of understanding published research?

In that one, if you ask me whether I read that much I am not to be honest. I was reading much more published research while I was taking classes about the thesis. The field changed a lot. There were studies about students who study in ELT. That attracted my attention. If the published article has a method that I am familiar with I understand. Other than that I can understand by looking at the findings of course but I can't analyze it and say that they have done these things in this research so that's why the result is like this. I don't have that technical knowledge really.

When I look at your questionnaire, you have 1, 2, and 3. Why don't you have any 4s?

Yes, I did not strongly agree because doing research is a difficult job. Teaching and doing research at the same time is quite difficult. There are those who only do research but teaching at the same time is difficult. That's why I chose 1 here about doing the analysis of observation, I do not consider myself strong in analysis. Or here in this one I can combine and analyze the data collected through different instruments. As I said ok I can use different instruments but ok I tried to find the keywords in my thesis but I am not sure to what extent I was successful because it was difficult. There were much better examples done by other people.

I generally ask people about the questionnaire items but you answered them, thank you.

PARTICIPANT 11

Do you feel capable of conducting research?

Yes, if it is related to my interests, I can do it.

I am actually not asking about your motivation. I am interested in how you evaluate your own efficacy; it is not related to your motivation.

I think I am capable of doing it.

What factors make you say you can do it?

If I do research, if I study, I mean I'd ask people, I'd get help. If that's how it is I can do it.

Do you feel capable of investigating problems?

Yes, do you mean with students, right?

It could be like that, yes.

I can catch the problems I guess. I think I am capable of diagnosing them. You mean investigating problems for research, right?

Yes, it might be.

Yes, I can do it.

Do you feel capable of collecting data?

Yes.

What makes you say I can do it?

Collecting data does not feel like something difficult. I can give something like a survey, something like question and answer or I can do interviews. I don't think I'd have any problems here in terms of collecting data.

Do you feel capable of analyzing the data?

No, I don't feel capable at all because it sounds so mathematical. I don't think I can do analysis and interpret the results.

Do you feel the same about qualitative analysis?

If there is a program involved, I would need to get help. It is not something I can do on my own. I need to receive support for it, especially if computer programs are involved.

Do you feel capable of reporting the results of your research?

Yes, I am capable. We did it before in the workshops that we have given here.

Do you feel capable of applying your research results into your teaching?

Yes, I do. You understand the dynamics of the students in class anyway. So, I can apply my results according to the needs, weaknesses and strengths of my students. That's how I feel about it.

Do you feel capable of understanding published research?

Yes.

Any reason?

This is also something that I can read and understand, something that I can study on my own, if especially if it is something I am interested in or I need to do, I can cope with it.

These two questionnaire items I feel I can choose the most appropriate method and I can use different methods, both are 2 why?

I remember that. That's most probably because... I am not very familiar with the methodology. That's why I chose 2. I do not have broad knowledge about research methods, that's the reason.

PARTICIPANT 12

My first question is do you feel capable of conducting research?

I think I am capable of doing it. However, I am also aware that it requires a great commitment. Therefore, that answer might change from time to time. Sometimes, I feel capable but sometimes I don't.

As I understand you are also relating it to your motivation. Am I right?

Do you think I am giving answers in relation to my motivation?

Yes, more like your capability...

You are focusing on capability?

Yes.

Yes, I feel I can do it if I can keep on doing it.

What makes you think you are capable of doing it?

As I have mentioned before, motivation is an important factor in terms of thinking whether I am capable or not. If you ask me what affects my motivation, the support provided to us is really important. Other factors that affect our motivation include students profiles and our workload. We can also include our private life. It is important for the result of your research to be applicable. That is also a source for motivation. This also depends whether your work will be taken seriously or not. If you have that chance in your workplace, of course I can do it.

My focus is only on our teaching setting.

There is a positive attitude to it here so it becomes more possible in that case.

Do you feel capable of investigating problems in your classroom?

Again I feel the need to say partly yes or partly no.

Why?

It depends on which skill I am teaching. Our job involves this process. Teach, test and move on. When it turns into this, it is not easy to investigate problems due to time limitations. If we are informed at the beginning of the term beforehand, we can go to the classes with that intention. In that case, the process of investigation can be more doable. That's how I feel.

Do you feel capable of collecting data to solve these problems?

I can collect data. If it is related to the students, I can collect data from them through the tasks that I give. I can do that several times so that my data is becomes coherent. So I can check whether I will observe the same issue in different ways. This could be something about myself. I can reach a conclusion by doing something about my teaching in different different classes, my materials, my methods. If I need the help of my colleagues, I can ask them for help. If I can reach the students in their classrooms, and I feel like I can, it is possible here, I can collect data. I can collect data if participation is ensured. Participation is important for that matter.

Do you feel capable of analyzing the data?

I am not sure I have the necessary knowledge for this. I studied it while I was doing the DELTA a few years ago. However, I need to refresh my knowledge depending on what I am researching.

Let's say you did the analysis, do you feel capable of reporting the results?

I feel I can report that too. I think the most difficult part of the job is diagnosing the problem and the process to arrive at a conclusion. That's how I feel. If I can obtain results, I can report them both in oral and written form.

Do you feel capable of understanding published research?

Understanding the research published by others... If I have a similar experience about the topic of the paper, understanding can be easier for me.

Let's go over the questionnaire, you chose 4 twice and the rest is mostly 3. What could be the reason? It is not strongly agree.

That's because I haven't been doing it for a long time. My motivation has also been affected slightly negatively. The more you stay away from it the more I feel doubts about whether I can pull it off or not. I can't help thinking about that.

10. I feel I can choose the most appropriate method to do research on my topic. Is that also related to what you have just mentioned?

I think this is also related to my character. I do not like to give overconfident answers. That's why I did not choose 4.

When I asked you the questions you said I can investigate problems but you chose 2 for item 28. Why did you disagree here?

When this survey was given to me, I was teaching in a class where students who got registered to the university through additional placement attended. So, I was getting new students every day. For example, a new student was placed to my class even in the 6th week. So, it was not sustainable enough to find topics in that classroom.

PARTICIPANT 13

Do you feel capable of conducting research?

I don't feel capable at all. In general, doing research is not something easy for me because I have studied literature. Maybe that's why.

The second question, do you think you can identify a problem from the classroom? Do you feel capable of investigating problems in your classroom?

I guess this is my main problem. I don't exactly understand the sources of the problems that emerge in the classroom, I can't figure them out exactly. The best thing I can do about it is to go to TDC at school... And also I guess I do not have a critical perspective to my teaching, I am not that critical. I don't think I can find a research topic or a problem on my own. Even if I do... For example I want to improve myself in listening classes but how can I do research about it? I am having difficulties in teaching listening, but I don't know where to start to do research about it.

Let's say we found the problem do you feel capable of collecting data that you need to solve these problems? I mean can you collect data to solve that problem?

I am not that sure whether I am competent or not? Capable or not?

Why? What could be the reasons for that?

I guess it is related to the same issue, I need to ask the correct questions, what I think is, maybe for the questions you ask, there are different data collection methods, if I manage to formulate the questions maybe I can find how to get to the real source of the problem,

So, it is like you need to be able to ask the correct questions to collect that data?

Exactly,

But when you can't formulate the problem, you can't ask the right question...

I guess so, yes I think so... There is also this thing, I studied literature so collecting data and doing research like that, I didn't receive an education where we studied these things.

Let's say you have the data, can you analyze it?

I don't have an experience about that. I would figure that out through the words that friends who are doing their MA say about it. I am sorry did we say data collection?

Analysis.

There are data analysis programs and I didn't receive any training about them. I can't say anything about them.

If it is more related to your major, can you analyze qualitative data obtained from written documents or an interview?

You mean what people say.

Do you think you can interpret them?

I guess I can interpret what people say, most of my education was related to words... So let's imagine we are doing research that does not involve numbers,

Like I am doing interview with you now...

No, if I have a chat with 10 people, let's say I do an interview, I can make the interpretation that 3 or 4 people have the tendency to go in a certain direction.

Do you feel capable of reporting results in your practice in oral and written form?

What I understand is people do workshops here and can you report it to people that listen to you, or make it a written document?

I guess this is not something very easy, it depends on whether you can draw the attention of people.

What about the written one?

I think I can express it in written form. I do not have any anxieties about it, I don't think I would have difficulties either...

Is that because you studied literature? That's how I see it.

The question, we are talking about reporting the results to people right? We are talking about presenting them. It requires a numerical experience or one needs to have some experience with the analysis section to be able to do that. You need to tell people the meaning of the numbers without errors, to minimize the possibility of errors, if I did like a collaborative research, I would ask my friend to do that section. I would tell them that they do it better and ask them to do it.

Do you feel capable of applying research results into your teaching?

If we turn to the first question now... I, because I am an individual who can't find a research topic, because I am a person who can't identify the problems in the classrooms in the right way, if you tell me ok we have done this study and can you try it in your class maybe I can do it. But if it is like I read a piece of research, I will go and try it in the classroom, I would panic if things go wrong.

Do you feel capable of understanding published research?

Sometimes we get published articles from the TDC, then they give us these small tasks, or a group work, activities like that, small ones, but I do not have much difficulties in reading them but sometimes some sections are a bit crowded... I look at the first section and then the last section and then I try to understand the gist of it. I don't have problems with that.

I will ask questions about the questions about the questionnaire. You disagreed in almost all the items. Why?

Because it is how it is.

Ok then, 16 I feel I can categorize and code the data obtained from written documents

I do not have any ability with numbers I am not good with numbers, so that is why.

But this talks about written documents...

I am not very good with computer programs...

No no I mean code is... How can I say? Let's say you did an interview with someone and if the guy says... I don't like walking in this street, maybe that's about security. I am talking about this coding.

That is the previous question, I mean not the previous but the one we talked earlier. Like 3 out of 10 people said this, 2 people said this. Categorizing like that. I haven't interpreted coding as something like that process.

25, I feel I can save some time in my daily life.

That is really difficult! I mean I have 20 hours of classes, and sometimes I get 24 with extra classes, we have a busy weekly schedule. On top of that we have weekly meetings, we have papers to read.

Ok it is related to heavy workload I see.

And as I said, finding the problems of the students, I am having difficulties about it...And then doing research...

We skipped 18.

I have no knowledge of statistics.

Let's think more about getting percentages, let's say you gave an exam in general...

Ok I can do it. I mean if 5 out of 25 people got high scores, I can express it in percentages that is not a problem, but doing statistics comparatively, when I need to compare things, that's something I cannot do.

PARTICIPANT 14

Do you feel capable of conducting research?

Yes, because I have had a research methods class from a great teacher and of course I think I can do it.

Second question do you feel capable of investigating problems in your classroom?

I mean yes because the problems that emerge are mostly the ones that somehow strikes everybody, with a little bit of experience and observation, I think all teachers could do it.

Question 3 do you feel capable of collecting data that you need to solve problems?

I mean I can't say I am totally sure here. I usually identify the problems in the classrooms but it is something related to experience as I said. I can't be sure what kind of data is needed to solve the problems.

Question 4 do you feel capable of analyzing the data that you collect?

If it is a qualitative data it is OK but if quantitative data and numbers are involved, it is something that would cause difficulties for me.

Question 5 do you feel capable of reporting results in your practice in oral and written form?

Technically yes, to a certain extent, and that could be transcription, I can analyze the basics of the data, the focal points and I can report them.

Do you feel capable of applying research results into your teaching?

Of course, I mean I have benefited from theory before although they weren't always studies that I did myself, I have inserted little bits of research or sometimes totally into my teaching, I used them in my class

Can you apply your own research too?

I can apply my own as well, for example I applied the research that I did last year a little.

Do you feel capable of understanding published research?

Of course, we have read a lot of journal, and that was our job in MA, we were immersed in it, I can at least know where to read carefully and where to look for details.

Can I ask a last question? When I ask you the questions in general you say you agree but for example when I look at the questionnaire, you mostly chose 3, that one is agree too, you do not disagree but it is not strongly agree either. Is there any reason for this?

I have this problem with research, that is what this stems from. I mean I can clearly say that I have received a great class from a great teacher but in general I do not enjoy theory that much, that's why I generally chose 3

But these questions are more related to efficacy, your own capability, do you feel the same about it?

Yes, I do, because I do not like it and I am not interested that much, I do it just enough to get things done, therefore, I can't say super, I am great at it, it is not something that I can comfortably say it is my style.

10: I feel I can choose the most appropriate method to do research on my topic.

I am not very certain about that... First of all I have this anxiety. Because I haven't done a lot of research, I do not have the impulse to say ok this is the focus and I will conduct it on my own automatically. That's why I would have difficulties in finding a topic or have problems. It is the same with the methods. I might not be able to figure out the method. Or I would have to think a lot. Would qualitative or quantitative be more suitable? I feel like I definitely need to ask, guidance about how I should set out to that journey.

What about the other one? This one.

16? I feel I can code and categorize the data obtained from written documents. That is again because I have not done a lot of research and I do not have the thing for numbers. Me doing quantitative research and then coding that data, using SPSS and everything, I don't have that thing. In the past, we got people's help to be able to do it, somehow we trusted our data with them, and trusted them, we did not analyze them but we interpreted the results. I can interpret them.

That item is more about qualitative data.

Categorization and coding. I don't think I can do this. Yes.

Why do you think so?

It is a process as well. I need support in that process. I need guidance. That's again because of not having done a lot of research. Sometimes, I get confused about what to use and where, sometimes the data gets entangled. I'd need support to separate it.

25. That one. I am asking these questions because they are similar with everyone.

I don't have any space for research in my life. But it is all the way manageable for people who are enthusiastic about research. To be honest, I didn't enjoy it when I did research. I always tried to save my time even when I read articles in journals. I do not have this hunger for science. Theory is boring for me.

That one 32. Why is it 2?

I feel I can combine and analyze the data collected through different instruments.

Using different instruments is problematic for me. I am having difficulties in categorizing, I would quite naturally have difficulties in combining it. That is because I have not done a lot of research and it says different instruments. It is complicated for me. Research is not something like that for me. Efficient classroom research is something like a mini survey. It should be pinpointing issues without delving much into details. There is not a need to engage in such a complicated process. First of all, this is not efficient in terms of time. Secondly, we are trying to reach students here. We are not aiming to do something scientific. Doing something complicated is not beneficial for students.

PARTICIPANT 15

Do you feel capable of conducting research?

No.

Why?

No, why no because I don't feel satisfied, because I mean I enjoy what I am doing but somehow, I can never be sure whether the results reflect the truth. So, what was the question? That's why, I don't feel capable.

You did an action research project, you identified a problem in your classroom. In terms of identifying it, investigating problems in the classroom, what do you think about your capability? What I am trying to say, do you feel capable of investigating problems in your classroom?

Yes, I feel more capable about this. I can somehow identify the problems. For example, in my last action research project, my problem was about integrating skills. We usually do writing after reading, and speaking after listening. I wanted to reverse this because most of the books present their activities in that order. I tried to mix these skills by doing speaking after reading and writing after listening in my classes. I wanted to show teachers how to overcome that prejudice. This has been an ongoing problem, it is a problem that has been going on for years. I don't feel I am that much capable of figuring out problems on the spot though. But I have been teaching for many years so if it is a problem that has been going on for years I can easily identify it. This is because I have been teaching for many years, and I have been involved in many peer observations so I feel capable of investigating problems.

Did you write research questions in your project?

Yes of course we did. Mine was, I forgot it what was it... Can speaking classes be integrated with reading classes?

Did you have any difficulties in specifying that research question? Or was it easy for you?

It was easy, it wasn't very difficult, but I can't say it was too easy, but it wasn't difficult either, it wasn't difficult because I knew what level I was teaching, I knew the perspective of my action research, so I can't say I had so much difficulty.

Do you feel capable of collecting data that you need to solve problems?

That's the problem. I don't know how to collect data. I somehow collect it but I can't what do you call it? Collate it. I have a problem with this. I haven't received a class about statistics.

Let's think about analysis then. Do you feel capable of analyzing the data you collect?

No, I can't do it because I haven't received any training about that.

Then how did you collect the data while you were doing your action research project?

We couldn't because there was fire in the school and then all the classes were cancelled. Later there was an awful snow and we had some more holiday.

What was your plan to collect the data?

We were going to distribute a questionnaire.

Were you going to prepare it yourself?

Yes, we were going to prepare the questionnaire. But the TDC was also going to help us. We were going to investigate both students' and teachers' perspectives.

Do you think you can prepare questionnaires on your own?

No, I definitely need help to do it.

Do you feel the same about preparing interview questions?

I can prepare interviews, and I almost prepared a needs analysis to see to what extent they see reading and speaking like that, I can do them but I have problems about collecting the data, I haven't tried it, if I try hard maybe I can do it. If I try hard, I am not sure.

What did we say about analysis?

I don't know it.

You said I don't know. Did you do it before?

No I didn't,

There was fire at school and you couldn't do it.

Yes, we couldn't do that part. Unfortunately, it stayed that way.

Do you feel capable of reporting results in your practice in oral and written form?

I can do that. I don't have any problems about that as long as I can collate the data.

Did you think about that in oral form?

I can do it both orally and in written form. None of them is a problem for me. Whatever the audience wants.

Do you feel capable of applying research results into your teaching? Why/ not?

I would very much like to. I wish we had completed our action research and applied it. That's the purpose of action research isn't it? You see something wrong, well I shouldn't say wrong but something like a lack and you do a needs analysis and then work on that problem, if you can somehow finalize it, and if the results are positive, you will integrate it.

So you are saying that you can apply them in your teaching.

Of course, of course but if the results are positive of course. If they are not I can't. Maybe I can revise them and try it again. Maybe there is something that doesn't work. I can try it in another classroom. Action research is something like that, it is a cycle. You never say it is completely finished.

Do you feel capable of understanding published research?

When I read it I understand it. But when there are statistical results in the paper I get stuck because I don't have the knowledge, when numbers are involved, when it talks about collation, I feel like I lose the track of it.

I am going to ask a few questions from the questionnaire, like why did you rate it like that. Question 10. I feel I can choose the most appropriate method to do research on my topic. Why is it 2?

Because I might not be able to choose the most appropriate method. I don't feel that thing about that. What are the methods anyway? If I knew them maybe I could choose the most appropriate ones, but I simply don't know them.

16, for example is 1. Why is it 1?

I can't analyze the data, this says coding, what am I to do with that? How can I do that?

This talks about, you had an interview, coding that, gathering what the students said together.

I can do that. I didn't think of it that way.

How did you think about it?

More like you will take them and encrypt them somehow categorize them by using numbers. No, I can do that.

18, statistics

No. I can't do anything about statistics.

You don't have the knowledge, the background, you don't have anything to do with numbers.

No.

Ok then. You rated 3 for 25. People usually rate 1. Why did you rate 3? You actually agree, you think you can spare time.

Yes. I'd very much like to, I wish I knew something and did it. Doing research develops us, doesn't it? We are also fossilized because we aren't doing research.

In my opinion this is not about having time but about the capability to create time.

I can of course spare time for it why shouldn't I?

How would you do that? You say you can, but you have classes and everything. What factors make you say that you can?

Maybe, my only difference from the other teachers maybe that's why I said I can because I never take work home. I deal with everything in the office. If need be, I can wake up early in the morning, and come to school somewhat earlier, but because teachers always take work home, paperwork etc. they probably think they can't save time.

Last one you talked about it but.

I can't but I can do a questionnaire.

No, this one, I feel I can combine and analyze the data collected through different instruments. Let's say you do an interview and then a survey, you can combine and analyze them...

I can combine them but I don't know if I can analyze them.

So in general you need support in analysis.

Yes, yes. I am being very honest, I don't have any knowledge about that.

PARTICIPANT 16

The first question is do you think you can do research? Do you feel capable of conducting research?

Should I speak in Turkish or English?

However you want...

Do I feel capable of conducting research?

I mean can you do research?

I can, of course, and I have already done research.

Is having done it before the only impact on your belief that you can do it?

I have the capacity, I mean I can do it, if I have to do it I can do it, and I am still doing it about the job here.

You told me previously, in the past you would do PhD but...

For some reason, we underestimated ourselves, I always thought it would require further qualifications. You don't trust your own capacity. However, I realized it is something that I could have done easily, to be honest, I would be happier now if I had a life like that. Because I am extremely open to learning. I research even smallest things, and share it immediately, I would be more comfortable and happier.

Let's imagine we are going to do research in the classroom, you will do it in a classroom setting, can you identify a problem in the classroom?

When you say a problem do you mean a research topic?

Yes.

Of course, what could the simplest thing be? For example, let's say you have two classrooms. One of the classes does not have something like verb to be redundancy, you know they keep saying things like I am go but the other classroom makes that mistake intensively. And maybe 50% of the students are making that mistake, you can make it a research topic for action research. You can check the backgrounds, see if there is a problem with their grammar

learning, after collecting that data you can read a couple of articles and you can create a research topic to study.

In terms of data collection, do you feel capable of collecting data?

Yes, I do because my MA focused exactly on this. You need to find a subject matter expert. Then you need to diagnose the source of problems and design lessons accordingly then you design research.

What about analysis can you do it?

By using that program?

Not necessarily, let's focus on action research, let's say you did an interview with students.

I mean, analysis... can I do it? Numbers take the stage in analysis there, no let me not deal with that, I don't have that. I calculate the statistics, but I don't know how to use SPSS.

What about calculating simpler percentages?

Of course, I do that every other month anyway.

Let's imagine you did a research can you report it in oral or written form?

I can do it if they want to but I don't have the will to move my finger.

Not your motivation, I mean...

I have problems in terms of my motivation, but can I do it yes I can.

Do you feel capable of understanding published research?

Of course, any student who completed their masters can read and understand published research.

So, you have done your masters, and you have been working for years.

Yes exactly.

Number 16, you said 1.

I feel I can categorize and code the data... that's it, I must have thought about that statistics program, I definitely can't do it, I cannot code the data.

I understand, it says written documents here, it is more about qualitative data than quantitative one

I probably understood coding the data something like computer language. Ok, I can correct it if you want.

No no, there is no need to do it. We talked about statistics but...

I feel I can use statistics to analyze my data, first I said agree then I disagreed, should I change it?

No no there is not a need.

Yes, data analysis, I mean collecting data through that computer program and then analyzing it.

I see I see, ok great, so when you hear the word analysis you immediately start to think about numerical data, so your hand automatically goes to disagree.

Exactly, it sounds as if numerical programming... But in fact I can do it on a more basic level. These are things that I do under normal conditions.

Do you think you can spare time?

For what?

To do research.

In my current state? I can spare time, but I won't do it with my own motivation, something external must show up, I should be told to do it, that's how I feel right now.

PARTICIPANT 17

My first question is do you feel capable of conducting research?

Of course, now I know how to conduct it. I have learnt how to do it to a great extent except for analysis. I now know what processes are involved, and because I am doing it right now, I am writing my thesis, and I have almost finished it, at least I know how to collect the data.

Do you feel capable investigating problems in your classroom?

The process to find a topic as far as I understand... I had a lot of difficulty about that because I haven't conducted research before. I wasn't sure whether I had to find something that no one has studied before, whether I should be very creative, or can I work with something that others have done. I didn't have any idea about these things. Our teacher in MA gave the classes like that: Find a topic from your classroom until next week and come next week to present it. My teacher did not help me at all. So, I read a lot of things, and the more I read the more I got confused. Then I decided to specify it, I decided to determine a skill, whether I should study speaking, or writing. First, I made a decision about that. And because I am teaching in prep schools, I wanted to do something practical. I wanted my classes to benefit from it. I started to think about the problems they have in speaking, thinking about that I decided on my topic. But that is a really difficult process, if I had to find a new topic, I'd probably have a lot of difficulties. I think finding a topic is too difficult.

Do you feel capable of collecting data that you need to solve problems?

Yes, I mean, I discovered how to collect the data. Of course, I didn't have any idea at the beginning. I didn't have any idea what kind of data I will collect, whether I should do interviews, or distribute questionnaires. I did not have any idea about these things. After some research, I figured out what to do and I was able to collect my data. If I do research again, I would most probably have some ideas about how to collect data.

Now we have come to analysis.

About analysis, I feel like a fish fresh out of water. A fish fresh out of water defines me. I collected all my data and I have everything, but I have no idea how to analyze that. I haven't received any training about that at any point in my life. They did not teach it in MA either, they did not show us anything. I don't know why we have taken those courses about research methods if we weren't going to do anything. I have just heard about the name of SPSS, I have heard its name, that's it, I have no idea how to do analysis.

Do you have any ideas about how to do the analysis of your interview data?

I don't know anything about that either. I just know that I am supposed to analyze it with a friend. And I also need to transcribe it. That's it. I don't have any idea about how I can analyze it.

Do you feel stuck about it right now?

Exactly, I have no idea whatsoever.

Ok let's assume you have finished it. How do you see yourself in terms of presenting your research in the workshops here?

I haven't presented anything about any research before so of course I will be so nervous because I will be doing it for the first time, I don't have any idea how I am going to do it right now. But I will have to present it somehow.

You are doing something practical. You developed something for the classroom. Do you think you will be able to apply it later in your classrooms? Can you apply it?

In the classes, what I am doing is quite conducive to be applied in the classroom. They made video recordings in the class, and later they recorded themselves outside the school. I analyzed them and gave them feedback. Actually, it is something quite applicable in the classroom. But if you mean the research of other people. I haven't come across things that are applicable really. I also did not feel like looking at research papers and then see what

they have done to take them and apply them in the classroom. That is not what we do in reality.

That one, understanding published research do you feel capable about it?

To a certain extent, yes, I guess I understand, I can say I mostly understand, I am better compared to the beginning now. I did not understand the data at first but I can say that I have entered to the process of understanding them.

10, I feel I can choose the most appropriate method to do research on my topic. 3, Why did you rate 3? You actually agree, but it is not strongly agree...

Because I can't be quite sure depending on the topic I am doing research about. More or less I have an overall idea about how to collect data but... Was it methods?

Yes I can choose the most appropriate method...

I mean, I don't think I can be certainly sure. I need to do research about the topic I am studying.

16. You chose 1.

I don't know how to work with data to be honest, I still have problems about that, so I said I strongly disagree.

18.

Yes, that's one of my biggest incompetence. I don't know how to analyze my data, right now I have no idea how to do it.

25, would you say that you can spare time?

I can't.

But at the same time, you are doing research. So, it means you can, right?

I am doing it because I have to really. Because of the issues in Turkey. You need to have an MA degree with a thesis to be able to have a full-time job. That's why I started to do it. I did another MA before without writing thesis. In previous years, we did not have that condition of doing an MA with thesis. So, I had to start to do it. I am sparing time because I have to. I am making my life more difficult, I guess.

32...

As I said, I have no idea about how to do analysis so I don't know how to combine them at all.

You don't have the experience, you don't have the knowledge and you haven't received any training about it.

Exactly, definitely.

PARTICIPANT 18

Do you feel capable of conducting research?

I don't because I have not had an experience about that but I had an attempt and I had a lot of difficulty while I was doing it and I don't know, doing something that takes a long time is very difficult for me. I mean I might give up when I get stuck.

You started at some point and then you gave it up...

I started and I gave it up, and because of that I couldn't [complete] my thesis stage twice.

Twice?

Twice... Doing research is straining me so for the first question, nope!

Is that just because it takes a long time? I mean is it because it is time-consuming? Or...

Where should I start, how should I continue, how should I finalize it?

Finding a topic...

Finding a topic, exactly.

Then the second question. Do you feel capable of investigating problems in your classroom?

Even if I identify problems, I can't keep going after the sources of these problems. I can't do that systematic process and research stuff. Why can't I do it? What is the reason? I got classes in MA but when it comes down to business, when you move from theory to practice, I can't keep doing it. Or maybe I feel the need to be guided. When you leave me alone, finding information on my own and learning, I can't do that alone.

Let's think about analysis. Do you feel capable of analyzing the data you collect?

It feels like it is easier to analyze than the others. It feels like deriving results from collected data is easier. My main problem is data collection.

Like doing the job itself.

I don't know which methods I need to use, which method is better for which problem. I can't be clear about the best research method. The fifth and fourth questions are a bit easier.

When you said reporting the results, did you have oral or written form on your mind?

Written form.

What about reporting to people in oral form?

That feels to be easier,

Have you done it before?

When I speak, I don't need to do it very systematically, but when I write it, there are rules, when I need to stick to these rules, the job becomes more difficult.

I see, so you think that when rules are involved, it makes you think that it is difficult.

It is already difficult to follow the processes. You need to do a literature review, then do some readings, then I need to choose the information relevant for me, only after that I can start my research, and you need to do that in a certain order. Of course, there are rules.

Let's imagine you completed your research. The research you have done in the classroom. Do you feel capable of applying it into your teaching?

It depends on the topic. This changes according to the topic. Let alone my own research, you can sometimes even apply the research of others, but you can't apply some others. Ok they say that finding the problem is half the solution, but it is not always like that.

Do you feel capable of understanding published research? Why/ not?

Yes, I don't have any problem about that. That's because it is our own field so we understand the key points.

This will facilitate my job while I am doing the analysis. So I am asking them one by one.

10: Can I choose the most appropriate method?

Why did you rate it 1?

I had an attempt to do research. I gave them too much thought. I thought hard whether I should do this thing or that thing. Then, I wasn't sure enough about the method that I chose. That's why I couldn't complete the project.

Didn't they, how can I say?

Support, it was something that I was supposed to do on my own, it was about deciding which direction I needed to take. I was told that I could do it in any way that I wanted but in the end the method I chose was not appropriate.

You didn't get a validation then.

No, how can I say?

So, as I understand you needed to be directed but you didn't receive that help. And you abandoned it because you had to do it alone.

Yes, and in the second one I couldn't find any topic, I had a lot of difficulty in finding a topic for my thesis, and then the topic I found turned out to be something very short. So, I gave up again because I didn't receive any guidance.

These two items are related. 16 and 18?

Once the problem emerges and data is collected, then I can study it.

Finding the problem and collecting the data are the problems for you, therefore you feel like you are capable of doing the analysis once these are done.

If it is something that I wanted yes.

So, you can spare time for it?

Yes, but I don't have a goal like that so I am not doing it but if I had I could.

PARTICIPANT 19

Do you feel capable of conducting research?

No I don't.

Why do you think so?

I feel lost when I try to do something when I try to do research. That is the main reason. I mean I work hard but the result is nothing.

Let's think that you based your research on your classroom. Do you feel capable of investigating problems in the classroom?

I feel safer in that case because it is more controllable, more concrete. It is also related to experience. I don't feel uncomfortable about that but when I try to do research alone that does not necessarily focus on the classroom...

No what I am more interested in is classroom-based...

I am happy when it is classroom-based.

Do you feel capable of collecting data? Another part of this job is something like this one collecting data, when you do it in the classroom.

No problem again.

[Phone ringing]

How do you see yourself about data collection? I can or I can't collect data. What do you think about it?

I don't have any problem about data collection if it is related to the classroom. I feel capable of doing in that case.

Let's say you collect the data. Do you feel capable of analyzing them?

I think I need help.

Have you ever tried to do it before? Or you haven't got any training about it? What are the reasons?

I don't know, maybe I do not trust myself. That is also related to experience. Now I had this thing with my advisor so I am looking for something else. So, I need help. Maybe I can do it but I am not sure when I get help about it, but I don't feel I can find the right way on my own.

Do you feel capable of reporting results in your practice in oral and written form?

Results of what?

Your research?

When you have results in your hand that means you have overcome all the challenges, so it is the most enjoyable part because you do it when you finish everything.

Do you feel capable of applying research results into your teaching?

I try to, sometimes it works but sometimes surprisingly it doesn't. Maybe the conditions change. You do something that you think it works in the classroom. After four or five times,

you realize it doesn't work in a class, you feel stuck about it. I experienced something like that before and it happened while I was being observed. I was trying a technique in the class which I knew that it would work. I tried it a couple of times in other classes and it worked smoothly but it did not work in that class while I was being observed.

Do you feel capable of understanding published research? Why/ not?

Mostly.

There is this little part there, I am curious about it, why mostly and not always?

Sometimes a very difficult language is used, or maybe I am not familiar with the topic. Maybe I can't read it properly. But there is a difference between the time I started and the time I feel capable about it now.

18.

I have a prejudice about numbers.

What about the interview data, it's a written document, do you think you can analyze it?

13?

No 16...

No, it is 1, there is no problem in that...

The reason is you already said you need help with analysis...

Exactly, I'd definitely need guidance.

Someone needs to help you.

Yes, even if it is something small, a start, something that will help me to take a small step, who will tell me where to go, that's why it [the questionnaire ratings] goes between 1 and 2.

PARTICIPANT 20

In general do you feel capable of conducting research? To what extent?

I can do it if it is an enjoyable topic, if I want to do it... If I know the subjects well, if I am familiar with the topic, if it has a good motivation behind it. Of course, I can.

How do you feel about your capability in investigating problems in the classroom?

I am super.

What factors make you say that? You said super.

I observe the problems because they create problems, they are not without problems. All the students have peculiar problems. Sometimes they are aware of these problems but sometimes they are not. They sometimes want to solve these problems but sometimes they don't. All of them have a different story. I also sometimes have issues myself. They want to go to the toilet they sometimes do not want to learn; they get bored. Each one of them is a different case. I notice that.

Does your 16-year experience have any impact on that?

Yes, I think so.

In terms of data, let's say you found a problem. Can you collect data to solve that problem?

I can.

To what extent?

I can collect data from my classrooms, maybe I can do an interview at school, and match it with research. I can do research on the internet to look for reasons, maybe I can ask colleagues to check whether they also encounter similar problems, and what they do in these cases. Then maybe I can arrive at a conclusion about what teachers do in these cases. But I am not doing that because it is not obligatory.

You said you can't do analysis, you kind of said you have hesitancy about it.

Yes, I do.

You said you didn't study it in MA.

Our MA classes were mostly about teaching grammar, teaching listening, it was more skills-based.

So, you didn't focus on doing research.

No, we studied curriculum and critical thinking. The most unusual class we had was critical thinking. It was so abstract. I had a lot of difficulty in that. Therefore, doing analysis is a little foreign to me. Maybe, I need to take some tutorials about it. If I was doing it.

Let's say you did the research, about reporting the results, oral or written, how do you feel about it?

I think I prefer written reports. You always have the chance to edit it. But when you report it orally, there is always the risk of failing big time. There is the risk of being misunderstood. It is more likely to make mistakes. But in written form it is your own production. It is completed. You can correct your mistakes if you make any spelling mistakes. However, I do not feel myself as strong in oral forms. Sometimes, I realize that the first thing I have told was actually what I wanted to tell at the end. I might get confused about the order of the presentation, the order of what I am supposed to say, I might feel under stress when I feel like I am not going to perform as effective as I expect. I am better at writing, so I feel more confident about it.

Ok the next question is, do you feel capable of applying research results into your teaching or you read something can you apply it to your teaching?

Yeah, I have always read things like that, but when it comes to classroom, I either forget what I have read, or the pacing becomes more important. Or maybe the class needs something else, I didn't have much opportunity to apply it. I usually did what the class needed, something more concrete.

So, the things you read do not meet the needs of the students.

They do not. Or you go with that motivation, but the students are not willing to do it. Or you go with that enthusiasm, but the students are not the most suitable types that you can apply them to. Maybe I did not have the necessary reasons or motivation to do that. So, I am not going to say that I can do it because I wasn't working while I was doing my MA. Do you understand me? I only did my MA. So, I couldn't apply what I have learnt there right away. My masters was TESOL. Then I worked in ESL. I am not sure about how much I have used, or I haven't the things that I have done. I was so new in teaching. I was 23 or 24 four years old. Then I came here and started to work, it is not ESL. This is a prep school. It is a whole different environment. So, I can't say. Maybe I didn't have much opportunity to apply them.

Last question. Published research?

Yes, of course, if it is about teaching, if it is something that I need, if it doesn't try to be cool, I mean if it is down-to-earth, if the writer does not attempt to fly, and talk about fantastic issues, and if I have the energy to keep reading until the end, I feel I can understand it.

Let's start with the questionnaire. 32 I feel I can combine and analyze the data collected through different instruments. What is the reason for this?

I don't think I am very good at doing analysis, I sometimes get confused when I use different instruments. I prefer to use only one instrument. The different there, I thought it would confuse me. I am already having difficulties in analyzing the data. I get confused all of a sudden, so it is easier for me to control it with only one method. That's why I said two.

25. What did I say to that?

I am not doing research, so I am not spending time for it.

Is this like why should I spend time for it or I can't spend time for it?

I do not spend time, if I wanted to do research I could.

18

Statistics is something difficult for me. I guess I would ask somebody, or get help to do it, we didn't learn these things at university, or masters. That's why I said 1.

16.

Doing coding and categorizing, all these things are so distant to me. It has been 17 years since I completed my MA, that is why I mostly said 2 to these items. If I had to do it again, I'd probably need help. I chose 1 or 2 with my current information.

PARTICIPANT 21

I am starting with the first question, how do you consider your capability in doing research? I mean do you feel capable of conducting research?

I worked in a job for 10 years, it is my second year in teaching. I don't have the base for doing research, but I will be better next year. I will come to a point where I can say I can do research then.

Ok, my next question do you feel capable of investigating problems?

Yes, I do.

Then what is the source of this self-confidence?

Something personal. I am good at smelling problems.

Let's think about that as identifying a research topic. Would you feel the same?

It is the same, I can do that that too. I observe the students and prepare materials accordingly. We make plans, it is a part of our job so you can make it a research question. When we do action research in CPD, you determine the problem with the help of TDC anyway.

My next question is, you determined the problem, do you feel capable of collecting data that you need to solve problems?

No I how to collect data.... Someone will lead the way that's how I can do it. I don't have the knowledge of this.

Do you feel capable of analyzing the data? You collected the data can you analyze it?

If I can come to that point I guess I can do it.

Did you think of that as qualitative or quantitative analysis?

Both. We were reading the statistical data in my previous job.

Then do you feel the same about the analysis of qualitative data?

You interpret that according to what peoples say so I feel myself capable about that too. It shouldn't be so difficult.

Do you feel capable of reporting the results in oral or written form? You did the analysis about reporting them...

I am not sure about that one. How can I say? In my previous job, it took a long time to do this. I can't do it in a structured manner. No.

You did your research can you apply it to your teaching?

Practice is completely different, it doesn't match with theory but the good side of this if I was to do research, it would be something like I said, based on my experience, so I guess I can apply it.

My last question and then I am going to ask question from the questionnaire do you feel capable of understanding published research?

I do not understand theoretical stuff. It's kind of no.

This one I can choose the most appropriate method to do research on my topic, why did you choose that?

Because I do not know the methods, I remember research method classes at university, I did not understand anything. They only thing they showed us was how to quote in parenthesis and quotation marks, how to make references, we haven't seen anything else. That's why I chose this.

That one 16 and 18 we talked about these. I understand. This one 25. It is about time.

That one I can't agree there I mean even when I prepare some material for teaching, it takes time how can I save time for research?

PARTICIPANT 22

That's the first question. Do you feel capable about conducting research?

I might be capable, but I am not really that interested in.

I am not really interested with the motivation part of the issue, actually. More like, yes, I feel capable or not?

Well if I have to do it, I feel like I have to do some research before doing it. I am not that confident about it.

What makes you not confident?

I have never focused on this side of teaching before and I didn't study ELT my major was literature, so it is something that I am not very close to doing. That's the reason.

In CPD options we have this action research. Have you ever thought about it?

No, I only joined the article club and not practical things. I think too much data is overwhelming.

So, in action research you are supposed to find a problem from the class. Do you think you are capable of investigating problems in your classroom?

But I don't have that many problems in the classroom. I guess my classroom management skills are OK. I can manage the students.

And that comes with experience, I guess.

I guess so you learn how to treat students and what to expect from them. If I had a different kind of problem, I would try to solve it in a different way, with my own methods. I don't feel like I have to find theoretical use of that kind of knowledge.

Do you feel capable of collecting data that to solve problems?

Again, the confidence issue. I am not so sure, because I have never even thought about it before. If I do some research maybe I am going to be capable of doing it but I don't know. If I have to do something I probably would do it.

Sometimes, we collect data through surveys interviews, do you think you can analyze these?

I think that part would be easier. Finding the problem and asking the relevant questions, you know the pre things.

Yeah, the preparation.

Preparation, I think is more difficult than actually analyzing the data.

Do you feel capable of presenting your research in oral and written form?

In oral or written form, I would be capable of doing it.

Do you feel capable of understanding published research? Why/ not?

I think it is boring very actually, those numbers don't mean anything to me. So, I guess if I had to I'd only try to do it. Otherwise I am not really interested.

Now I am going to ask questions based on the questionnaire.

Because I have experience in the class, that's what I thought, I can identify the problems easily.

The first one is 10.

Because I have experience in the classroom. I can identify the problems easily.

16.

I strongly disagree, is this? This is where the numbers and all this stuff is going to come, so categorizing is not easy it is not easy as writing an essay I think because I am not familiar with this kind of thing.

18.

Statistics again is not my field. Numbers, that's the reason why I said I strongly disagree.

25.

I'd rather do more practical things than you know collecting data because I don't believe everybody thinks about the questions in-depth and then answers them. Because sometimes people say please do it please do it. We just do it for the sake of doing it.

32. For different instruments...

Different instruments, what kind of instruments?

This one, or the one like we are doing right now.

Orally maybe, I think I am better with oral things but not numbers and those things again. So if I had to do interviews I think I'd be more confident with that.

PARTICIPANT 23

The first question in general, do you feel capable of conducting research?

I mean I would need certain support. But I am definitely capable.

What support did you have in mind?

I mean people to ask questions to. And then I mean just like online support, things about how... Maybe it would depend how in-depth it was. Because for example like just researching in general like finding things that I can incorporate like things to support my ideas, that's totally fine. But for example, I am doing DELTA module 3 right now. For that, we had to do like a needs analysis. Then I had to collect data from my students. And I did it a bit superficially because it's just the DELTA. If I wanted to do that more in-depth I would really have to research some of the methods as to how to conduct data collection, because those things I am not familiar with.

You answered that question. Do you feel capable of investigating problems in your classroom?

Yeah, yeah, I think that, I'd like to believe that I am a self-aware person and teacher. I can generally tell what's not right with my classroom. Like after class I generally have an idea of what went right and what went wrong. The problem is just, I mean, you know, like you get tired, and you are like oh I should plan this more, but you know like so I know what the problems are....

Do you feel capable of analyzing the data? Imagine you do research based on the classroom and you collect data, do you feel capable of analyzing the data that you collect?

I am doing that right now. But again on a more superficial level than it would be.

Why do you call it superficial?

Because I don't feel, when I look at it, there are several books about data collection, analyzing these and all these stuffs. So, for example, right now I am designing a writing course. And I have essays that my students wrote. I am analyzing the essays. But like my analysis is me looking and trying to find several examples of this problem, and then I am like oh this is a problem. But if I really wanted to analyze that I would really use a tool, like an online tool, or something that would really look into those problems. Because I am just reading the handwritten papers and going oh this is a problem and now I am going to use

this in my needs analysis. You know so for me that's a bit like superficial. I feel like, especially with writing. Writing is difficult to analyze really in-depth without some sort of tool like that. So, that's why I said superficial. With module 3, I basically looked at a, I kind of, because, the data was from my students last year, I kind of knew what they needed to work on because I have already spent 7 months with them working on writing. So I feel like I am kind of like, yeah they need to work on that. Ok I am going to find those examples in their texts which I know you are not supposed to do. Don't tell anyone in DELTA. That's why I said superficial.

Do you feel capable of reporting results in your practice oral or written form?

Do I feel capable of sorry?

Reporting the results in oral or written form?

What like?

Like presenting it or submitting it as an article?

Yeah, I mean I haven't done that. I am doing the module 3 right now. So I will present it in written form. But I definitely think that's possible.

Do you feel capable of applying research results into your teaching?

I hope. I mean right now I am researching about writing but I am not teaching a writing. I am teaching coursebook. But like for example when I did my module 2 in DELTA last year, I did research about hedging. Hedging in academic writing. So, I really did in-depth research about that. And I gave a class on it where I was observed. And I am not going to lie, it is always an amazing class. For that it is really cool because it was a subject that I really knew nothing about. And I studied it in-depth and I had to write stuff for module 2 for it. And then yeah, I applied it to the classroom. Every year thereafter it was two years ago, like I've used this lesson several times now so yeah.

Last one and I'll ask questions from the questionnaire. Do you feel capable of understanding published research? Or do you ever have any difficulties?

If it is on a topic that I really don't know about it takes longer but I think overall, it is ok.

This one.

10: I guess maybe I am just... like with ELT researching you know I am not a big... I did different... I did different masters and not ELT. So maybe that's why.

Here.

16: I guess I wrote that because at the moment when you were asking me that, I was in the middle of trying to do that, and I was like such a pain, I was like yeah I think I can do it, but I was kind of a bit not sure... I was feeling a bit stuck at that moment.

That one, that one is 1.

I am just terrible at statistics.

This is because of lack of experience or lack of technical knowledge?

I mean a) I am not a math person. That's not how my brain works. This is also another reason why doing PhD slightly terrifies me. Data and statistics and all those things, I can write about things, I can research ideas and talk about ideas but analyzing data is not my strong point. I can save some time... What is 2 and 3 again?

It is between agree and disagree.

I mean guess I just did that because right now I am doing it, but I am so fed up with it. That I don't want to be doing it anymore. Like DELTA, I am... ready to finish.

That's the last one.

31 right, oh no 32... I feel like I can combine and analyze the data collected through different instruments. What did you mean by instruments?

Like for example I did a survey and now I am doing an interview. I need to combine this somehow.

Again, I mean I think that yeah I can probably do it. It would take some effort. Certain things do not necessarily come naturally. I could do this. I am sure it would be fine with it but it would take time or research, I don't know.

So, you got a training about these things?

I am trying to contemplate in my studies. Did I get actual training about these types of things? Ok I did a journalism bachelors, nope! Because we did it was bachelors. And then my two masters I did it in universities in France. No, no one really told me about how to do anything. Because I think that perhaps it was something that they learnt in French high school or perhaps because it was something that they... Because when I went to my first MA in France, I entered the third year of Bachelor's degree because I had an equivalent. Maybe the first and second year they have done these types of things. For the master's degree, I definitely did not get any sort of training on that. I really learnt this on the job. It was really but I had a solid base of how to do research and stuff, but I mean yeah from university in America I guess. Not how to write a masters, not how to write theses I knew referencing and sourcing, those kinds of things, but I didn't know how to go about that you know. I think the hardest part is figuring out your plan, like your outline...And...where you want to go...And after that it gets easier, but again...I never had to do any sort of data collection. It was so... That...

That's only related to DELTA I guess where you did the writing analysis.

Which is why it is new to me. Which is why it is hard for me and which is why I am terrified of doing PhD and like ELT or something because you would have to do those things and those things are foreign to me.

PARTICIPANT 24

So, my first question is do you feel capable of conducting research?

Yeah, I think I have an academic background outside teaching, so I feel able to conduct research. As in the physical, actually doing it, I feel very capable of doing it.

Do you feel capable of investigating problems in your classroom?

Less so. I have got less experience in teaching and so I don't know where to direct my research. So, there seems to me to be a lot of acronyms and codified language in teaching. It is a little bit inaccessible to me. So, I don't know exactly where to look or to name the problem and things like that.

Next question, do you feel capable of analyzing the data you collect?

I feel capable of analyzing data as a whole, especially teaching data. I guess I'd be able to do it.

Here you said 1 for analyzing statistical data.

I have got less background in statistics and statistical analysis. So I know there is a very complicated system of statistical analysis and averaging and things like that which I feel confident on the surface but the deeper analysis I guess I feel a little bit less confident about it.

What about this one?

I feel I can code and categorize the data obtained from written documents. I strongly disagree because I don't know the categories. I would categorize, but would that be the correct categories? Would that be the right way to analyze the data?

Do you feel capable of applying your research results into your teaching?

Very much no. I don't because I am from a different discipline, I can academically understand the results but when it comes to practical application of that I am clueless. So, I

wouldn't know where to start in really applying it practically. Even if I understood the data, I wouldn't really know how that impacts on teaching, and teaching methods. So, I feel very under confident about it.

Actually, you kind of answered this but do you feel capable of understanding published research?

Yes, sure, again it's two edges, I guess. I can understand academically because different disciplines and papers about teaching are the same but then the specialist language, the acronyms, the assumed knowledge of previous papers and things like that, I find a little bit difficult with teaching papers. So, it's almost like I need to read another three papers to understand that one paper. I know that's the nature of research sometimes but teaching as I am new to it seems a little bit more difficult to get hold of the acronyms and codification of different things. That's what I find more difficult.

These are the patterns that emerged in my study. So, I will ask questions about these three items. This one, 25, I feel I can save some time in my daily life to spend time on doing research.

I think that, teachers always perceive they have got no time for anything so, yeah so yeah... because it is a time-consuming thing, research and applying research, isn't it?

And this one I feel I can combine and analyze the data through different instruments.

Yeah, I guess again it seems like there would be some kind of proper way to do that. Whereas I could probably analyze and combine in my own way. I wouldn't feel confident if that was the correct way.

Actually, that's the same answer, that one... That's the same...

Yeah again, knowledge and previous method, yeah.

So, we forgot to talk about these two questions. Do you feel capable of collecting the data that you need to solve problems?

Ok, I generally feel that I can collect data as a whole but I am not really sure if that would be really helpful. I think if I had time and someone to help me that'd probably be...make it easier for me to do it.

And we did not talk about which one? Do you feel capable of reporting results in your practice in oral or written form?

Yeah, I think yeah, I am probably comfortable with reporting in both oral and written form, but it depends on the audience that I am communicating that information to... I am not sure, depending on the data, if they would really get hold of the core aspects, I just think it is kind of difficult when it's face to face with an audience.

We talked about that. This one and this one. Number 10. I feel I can choose the most appropriate method to do research on my topic.

So yeah I am not kind of comfortable with the methodologies, it is not something I know particularly for this kind of academic discipline.

Let's think it is not something academical. Something like the action research we do here in the classroom.

And would I be comfortable with the methodologies? I guess it would be quite simple in overall methodologies. So, I imagine I'd be able to grasp them quite quickly. I guess I am just not quite sure what those particulars method would be. I am sure I'd be comfortable if they are simple methodologies, I guess.

PARTICIPANT 25

Do you feel capable of conducting research, in general?

Sort of, I mean I don't know I have never done official research like for masters or anything.

Actually, I don't mean masters, I mean something that you can do in the classroom like action research.

Yeah, sure I feel competent enough to find out general information, I can get it through.

And what makes you feel confident?

Just experiencing, if I wanted some information, I was able to get it in the past. If I want to find something out, I can generally feel that.

Do you feel you can identify and investigate problems in the classroom?

I think so for the most part.

Why did you say, you expressed some sort of hesitation when you thought about it in the context of an MA study?

Just like more official research it has specific research methods that you are supposed to use, like data collection and analysis and all that which I am really not experienced with.

Do you feel capable of collecting data that you need to solve problems?

I don't know about this one. I mean if it is something like simple, like if the data is about the opinion of students, like what would make you learn vocabulary better, I mean yeah of course. But if we are talking about more abstract problems and other kinds of data, then I am not so familiar with that. So, I wouldn't feel very capable of doing.

What about analysis? Do you feel capable of analyzing the data you collect?

If it is qualitative data yeah sure I can. I can't even imagine that I would be using quantitative data in the classroom. With that I feel less comfortable analyzing. If the data is someone's feedback and opinions, then yeah I would feel comfortable analyzing that.

When you report results in oral or written form. How do you feel about it?

That I feel comfortable with. It is not a problem for me.

Do you feel you can apply your research results into your teaching?

Yeah if I was able to like use data to identify problems, I think I would be willing to then work with the solution and apply it appropriately.

Do you ever read or have any difficulties in understanding published research?

I sometimes do, not so much in ESL but in other areas that interest me. Sometimes I have to try harder than others because people really want to make their work seem more important than it is. They kind of really try to dress up the language. They use a lot of area specific jargons and stuff in which case it becomes more difficult to understand. But overall, I feel capable of understanding.

Basically, I will just ask you why these are lower than the others. 10, this one I feel I can choose the most appropriate method to do research on my topic.

It is kind of what I have mentioned before like... I am not so experienced with like official research for a masters for example, I wouldn't necessarily know what is the best way to go about the methods.

So, it is based on experience.

Yes, exactly.

16, This one I feel like I can categorize and code the data obtained from written documents. It's 2. What did you have in mind when you chose that?

Categorizing or coding I have never done, this is more like quantitative data I would think, if it is qualitative turning it into a code, I don't know I have never done that.

18, you actually kind of answered that but still...

Yeah, I don't have much experience and mathematical analysis of data, so I am not so comfortable.

25, everybody indicates lower than the others. So what would be the reason?

I guess the key word is can. I guess I can if I really need to but in my daily life as it is now, I don't really feel that research isn't a big priority. I don't really feel like it needs to be this is why I don't save some time for research. But it also depends on how you define research. Are we talking about research in the context of work? Because I do that all the time.

I mean not simple search for information. What I mean is something systematic actually.

Then, yeah no I don't have the need for this in my life.

32.

Different instruments. This is kind of back to the same thing. Here different instruments refer to surveys, questionnaires and interviews. I mean same answer just lack of experience kind of leads me to be not so comfortable.

PARTICIPANT 26

Do you feel capable of conducting research?

Actually, while we are doing our MA, we did some research but, in a classroom setting, I find it a little bit difficult.

Why do you think it is difficult in a classroom setting?

First of all, I have no idea about the reactions of my students, you know we have some classroom observations, you know a kind of in-service you know... procedure in our university, even in that situation we are, as teachers, we are the people who are being observed but our students may overreact. They may get stressed or they may get nervous kind of. That's why I don't know how they will react in this situation and I don't feel so safe about will I be able to conduct it successfully or have any problems about it...analyzing the questions, doing it on purpose kind of...I have some questions, that's why.

Do you feel capable of investigating problems in your classroom?

Of course, I think I am capable of because as teachers...actually we should do it, all teachers should be capable of doing it, but of course it depends on the problem sometimes we have behavioral problems, sometimes we have problems about learning, problems about teaching, maybe they suffer from our teaching, I don't know. So, in different perspectives or sense of views, we actually, in person maybe I can investigate.

Do you think you can turn them into research questions?

I think I can turn them into research questions but I may have some difficulties because the research questions should be sometimes limited not too general.

Specific right?

Specific and of course I will have some problems and difficulties in doing so but if I try hard, I think I can.

Do you feel capable of collecting data that you need to solve these problems?

While collecting data I think the you know instruments matter a lot, while we are talking about surveys yes I can use them, interviews seem a little bit difficult to me because it is very time-consuming but observation depending on a rubric of course, seems more easier much easier.

Do you feel capable of analyzing the data that you collect through different instruments?

Analyzing the data, this is something very subjective when you let's say you observe something and then put tick and cross but turning this data into a you know how I can say?

A more objective?

A more objective, qualitative or numerical data is something impossible for me because I am not good at numbers.

What about the analysis of written documents? What I mean is coding and categorizing them?

I may categorize them but coding, this is something you know unknown to me. Again, it is about something numbers, right? Coding?

I don't know.

You don't know either. So that's what I can say about it.

Do you feel capable of reporting results in your practice?

Again, it depends on the results if I think this result is, I got from a workshop or from a seminar I have joined is applicable in my classroom why not? I can do it. Mostly, in oral form. In a written form maybe. Maybe, I joined a workshop which is about classroom management and there were some tips that I can use like sticking something on the walls to get attention of students easier. I may use it in a written form or I can write some things some instructions about some specific activities, before speaking tasks we should do this we shouldn't do this. I may use them according to the skill I am teaching according to the profile of my students.

How do you feel about reporting it here in the workshops?

Sometimes they are not useful in a classroom setting sometimes they are too theoretical sometimes you get lost while having these kinds of workshops, sometimes they are really not useful, in these cases I would not really be able to report them.

Do you feel capable of applying research results?

Applying research results into my teaching... I may use them, but I don't know which is the best way of doing so. Maybe as I told you a minute ago, I may use some of them and I may turn them into...

So, you would obviously need to adapt...

Sure, adaptation is a must.

Last one...

Published research, it depends on the research language, it depends on the information given, if it is about you know my department, my major, why not, of course I can analyze and I can understand it but if there are too many numbers, things that I need to calculate or analyze depending on charts and tables, sometimes I may get confused.

16.

That's the one.

You said you thought coding as something numerical.

That's why I wrote 2.

I feel I can use statistics to analyze my data, we talked about that actually. What about 25?

I don't like doing research, that's why.

But you said 4. Sorry it is 3.

We have a lot to do at home about our job grading papers kind of. That's why it will be another burden for me. I am not so keen on it.

32.

Depending on the instruments of course, that's why I wrote 3. If the instrument is something that I can understand, why not? I can combine and analyze it. But if it has some charts difficult to understand SPSS format for example something very unusual for me that's why I feel suspicious about it.

PARTICIPANT 27

Do you feel capable of conducting research? Why/ not?

Yes I do, I know how I can do it as I did it before.

So your prior research experience actually affects what you feel.

Yes.

Is there anything else any other factor that makes you feel like that?

I don't know maybe I can notice the problems and then I can ask the questions, how can I find the solution, I know how can I do it. Maybe that's why I feel confident about that.

So, you actually feel can investigate problems in your classroom.

I can investigate problems and try to ask questions how to solve it.

Is that because you define yourself as an observant person?

Maybe yes, it is not because of you know my profession but also because about my personality as well.

Do you feel capable of collecting data to solve problems?

This is the biggest problem, yes, I think I can collect but the you know getting the correct number enough number is difficult.

Would there be any other problems to collect data?

Of course there would, if there are steps like first you can do some practice, then do the same practice with the same people, there would be some you know some students who disappear during the research or maybe they don't want to do further research with you, these are the things that come to my mind first.

So, student reluctance?

Yes or maybe the people who attend the research. Or teachers maybe.

Do you feel capable of analyzing the data?

Not really. I know the specific methods... Things but I am not good at them, I have to do some more research about it. Or maybe I need to ask someone how can I do it? Maybe, I can know the type of research, but I can't do the calculations or the things. You know like, what was the name of the program, I can't remember.

SPSS?

SPSS kind of things. The technical part is not for me.

What about the qualitative? The analysis of that.

It is easier, I think. It seems like that.

Let's say you do some action research here. Do you feel capable of applying your research results into your teaching?

Yes I think I could do because if you can realize the problem, and if you do something to solve it, then means you want to apply it to your life, to your teaching so, I think I can do it.

Do you feel capable of understanding published research?

Yes, I think because it really explains what method he or she use, how did he collect the data there, detailed explanations about it so you can just copy and follow the same steps.

Do you think you can report the results of your action research in the workshops?

Yes, I can report it but it is not like, but I am not the type of person who likes presenting in front of big people. It is because of my personality not because of presenting explaining the results, I can explain to my friends in personal but not in front of big groups.

So would you prefer written forms instead of oral forms?

Could be better.

Let's look at the questionnaire items. This one is 3.

Statistics I mean you know, the technical knowledge of it, as I said before, I am not good at it. If I can somehow collect data from my friends, then I can do it.

Number 10.

Yes, I can find the appropriate one, but maybe I am not professional in doing this, so maybe I need to ask someone if I am doing the right thing or not.

25

We have busy lives, busy work schedules. We don't have much time to do it. Unfortunately.

PARTICIPANT 28

Do you feel capable of conducting research?

In everyday classes you mean?

I mean something like action research, the ones that we have in CPD.

Yes, I feel I can do, yes.

What makes you feel capable?

I think my thesis. Because if I was able to finish that project, I think I can do any action research or case study in the classes.

Do you feel capable of investigating problems in your classroom?

Yes, because I like to observe my students and their perceptions about the classes and there are also many questionnaires or maybe I can prepare the questionnaires if there is any problem, or if they seem really demotivated.

Do you feel capable of collecting data to solve problems?

Yes. That's also because of the thesis process. So yes, by interviewing students, by observing and taking notes or maybe video recording in my classes and then watching it to observe a detail.

Do you feel capable of analyzing the data that you collect?

That's the most difficult part, I guess. Because if I need to use any kind of computer-based program it is difficult for me because I am not used to using them. I am a manual person so I prefer to do everything myself without any computer program, and it would take a long time.

Do you feel capable of reporting the results of your research?

Yes I learned some techniques about this, I can create some headings according to the results, my observations or the recordings or whatever and then I can analyze the data but of course there would be so many other techniques that I don't know but yes I can find an appropriate technique I guess.

Do you feel the same about reporting in written form?

Yes, because it should be formal, or you are doing all these things and you are collecting data so you have to report it in an efficient way so you can benefit from it.

Do you feel capable of applying research results into your teaching?

That's very important because otherwise there is no meaning in doing such a thing. I think I can, yes because students' thoughts are important. They are shaping the classroom actually, I apply them to motivate the students more. But it depends on the results.

Do you feel capable of understanding published research?

Mostly yes, if I really focus on the articles, but sometimes it is really difficult because the writers try to write them in a really formal way and sometimes, they don't care if people are going to understand it or not. I think the main point should be the clearness and the easiness of the writing.

10: Why did you say 3?

Because I don't know all the methods in research. First, I need to study the methods, then I can say that I can choose the best one. That's why.

18, it is 2. Statistics.

I thought this is about computer-based programs. That's why I chose 2 because I am not good at these programs.

Most people choose lower for 16, Why did you say 4?

Because of my thesis again. I tried it before, and I learnt how to do it. Now I have some knowledge about it, it is about my experience.

25: Why do you feel you can save time to do research?

I had to do it so I can save some time.

So, do you think you can create time for it?

Yes, I can if I really want to finish it yes.

It depends on your motivation, I guess. External motivation mostly.

Yes, and it is a really painful period, so you want to end it quickly, that's why.

32: Did you do your thesis like that again?

Yes, because I used questionnaires and I also did some interviews with the students. That's why I can combine them.

PARTICIPANT 29

Do you feel capable of conducting research?

I guess I am, but I hardly have the motivation.

I am really not interested in motivation. I am more interested with your confidence.

I feel confident and I think I have enough resources and experience.

Do you feel you can investigate problems in your classroom?

After twenty years of teaching and teaching in different contexts, teaching different books, different levels, and different level of students sure there are always things to investigate, always, about yourself as a teacher and students.

Both some aspects of teaching and learning.

Sure yes.

Do you think you can specify the research questions?

I think I can, as a teacher you always want to find solutions in your classrooms regarding your teaching and their learning so while teaching you have lots of observation, and real experiences so you can find some things, some specific areas to work on.

Do you feel capable of collecting data that you need to solve problems?

Sure, I can. If I am in a class, I have lots of participants. So, there are so many opportunities and time to collect data, and different ways of course.

Do you feel capable of analyzing the data you collect?

Yes, and I did it in my thesis both quantitative and qualitative research. I analyzed them. I worked with SPSS whatever the program is called, plus I had written interview questions so I sorted data, I grouped them and everything so I can do the same thing in my classes as well.

Then your prior research experience also impacts your own belief about your efficacy in research. That's what we can say, I guess.

Sure sure, but the thing is when we say research it sounds like it is a very big thing. It doesn't have to be so. The thing could be little, but it could be effective.

So in that sense do you think research results can be applicable in the classroom?

Sure sure, this is why you do it. The problem is from your classroom. So, it should be applicable to your classroom as well.

But let's say you are presenting it here in our workshops. Can you present it here?

Of course, I can. Because, they are all my colleagues and it is from our own context, so I am sure people will be interested to hear about our context, it is a real need and maybe it is a real solution as well so yeah.

For number 10, why did you say 3 and not 4?

This is because when we say research most of us first think numbers, statistics data analysis and maybe this is a bit threatening, it sounds so. Probably that's why I said so.

That one, that's also 3.

16? This is difficult because as a researcher, first of all you have to state your question very well. The participant or the person who has to answer your questions has to understand from your point of view, if they don't match you cannot get healthy data. This could be different. You answer a question, maybe it is related or not, if you don't give details you don't know where to put this data or if it helps you or not. So, it should be a well written question, and the response should be addressing to the question as well. It should be well designed, if you cannot design it well enough, the participant cannot help you. Maybe that's why I said 3.

You said you worked with statistics and everything, but you say here you know you disagree here for analyzing statistics.

Because it has been 11 years (since I did my MA), because of this. But if it is my classroom, with small groups, I can use some very simple excel, groupings, graphs and percentages. This is related to for what I said in number 10. Maybe when we say research it sounds like a very big thing.

25: Why is that 2?

This is about how much you want to do it. If you really want to do it, you can find time. As I said in the beginning, I am really not that motivated, and my priority is my responsibilities here and plus my family. That's why, if I have to, I can find.

32: This is 3 again.

When we say different instruments, is it statistical and what do they mean or how are they related to other open-ended questions, that's why probably I gave it three, I can combine if I spend enough time and energy I am sure I still feel confident but it is not easy. Relating things in the right way, otherwise you cannot make right conclusions, or you cannot justify why you say so.

Number 30 is I feel I can do research on most of the topics that attract me is 2. Why is it 2?

I think this is the whole concept again, what we talked at the beginning, everyday I have many many questions, ah we can do research about this, I have all the data about our prep program, exam results, quiz results, teachers' evaluations, and everything. But it is such a big data that when you think about the details, things start to get complicated and how much of it I have to get, and how much of it I need to think about, maybe that's why, because sometimes you are interested in something and it is a little thing, but I say no people will not find it interesting, maybe that's why. I am critical, as a person, I am most of time critical, I criticize people or my own way of doing something, so let's say I do something one day, and the next day when I go back and look at it, probably I am not happy with, I should have done things differently, and I do not want to go into that process. Maybe this is also important. As you move on in your research and when you go back and think about I should have done this. I missed that point, my research or my results would have been different if I had done this. I experience these ups and downs probably because of my personality.

PARTICIPANT 30

So, the first question is in general do you feel capable of conducting research?

Oh, conducting research, sure, but maybe not reporting it in the appropriate way that a particular department would want. I mean I did research for the law but I guess every department has its own way of reporting it, analyzing it, so for ELT and linguistics no.

Do you feel capable of investigating problems in your classrooms for research?

Yes, though not for every research necessarily, like I said...But I am capable of...

Like finding a research problem?

Yes... Finding a problem in the use of English of my students, yes.

Then the next question, do you feel capable of collecting data to solve these problems?

Sure.

And what makes you say sure?

Well, if it is a problem, if for example a particular grammar area, there is an anticipated learner problem in that area, I will have students produce something in order to see if they are able to use the grammar without producing those problems so that I can see whether they can actually make those mistakes.

Do you feel capable of analyzing the data?

If you mean, am I able to see if they answer correctly or not?

No no. What I mean is let's say you distributed a questionnaire or collected written documents from students.

I don't have any skill or knowledge about, analyzing data, especially ELT data. No.

Ok. We talked about reporting results and you said no.

It is going to be no for most of them then.

Is that because you don't have prior research experience?

Not in ELT.

That's because of it I guess.

I have a law background.

So, you have a different academic background. That's why.

Yes. I am not relevant as a case study in your research.

Then, ok I just need to ask to be able to record it. Because it needs to be there.

No for all answers then.

Do you feel capable of applying your research results into teaching?

No.

Last one, do you feel capable of understanding published research?

Yes.

What makes you say yes then? Just any reason?

If it is understanding and reading, then yes. Because of course if the publications are organized in a clear way without using a jargon, metalanguage, specific to the department, then I might say no but without them I'd be able to understand it.

APPENDIX F

Mean, standard deviation, frequency and percentages of the items in the questionnaire

No	Items	\bar{X}	Sd	Strongly disagree		Disagree		Agree		Strongly Agree	
				<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1	I feel I can define what teacher research is.	3.01	0.87	8	7.9	14	13.9	48	47.5	31	30.7
2	I feel I can identify some research topics in my classroom.	3.11	0.77	4	4	13	12.9	52	51.5	32	31.7
3	I feel I can understand research articles.	3.29	0.79	3	3	12	11.9	38	37.6	48	47.5
4	I feel I can write research questions on topics I choose.	2.99	0.83	6	5.9	17	26.8	50	49.5	28	27.7
5	I feel I can write hypotheses about a research question in my classroom.	2.70	0.93	12	11.9	27	26.7	41	40.6	21	20.8
6	I feel I can find articles and books related to my research.	3.39	0.77	2	2	12	11.9	31	30.7	56	55.4
7	I feel I can use information from articles and books in writing my research paper.	3.39	0.77	3	3	9	8.9	34	33.7	55	54.5
8	I feel I can collect information by observing a class.	3.31	0.77	3	3	10	9.9	41	40.6	47	46.5
9	I feel I can analyze transcriptions of audio and video recordings.	2.99	0.87	6	5.9	21	20.8	42	41.6	32	31.7
10	I feel I can choose the most appropriate method to do research on my topic.	2.58	0.81	11	10.9	30	29.7	50	49.5	10	9.9

(continued)

No	Items	\bar{X}	Sd	Strongly disagree		Disagree		Agree		Strongly Agree	
				<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
11	I feel I can prepare a questionnaire to collect information for my research.	2.78	0.93	12	11.9	21	20.8	45	44.6	23	22.8
12	I feel I can transcribe audio and video recordings.	3.19	0.94	7	6.9	16	15.8	29	28.7	49	48.5
13	I feel I can do an interview to collect information.	3.38	0.78	4	4	7	6.9	37	36.6	53	52.5
14	I feel I can collect information by taking notes during observation.	3.34	0.79	3	3	11	10.9	36	35.6	51	50.5
15	I feel I can analyze the data collected through a questionnaire.	2.72	1.09	16	15.8	25	24.8	31	30.7	29	28.7
16	I feel I can categorize and code the data obtained from written documents.	2.39	1.02	23	22.8	32	31.7	29	28.7	17	16.8
17	I feel I can collect data through audio and/or video recording.	2.86	0.88	8	7.9	23	22.8	45	44.6	25	24.8
18	I feel I can use statistics to analyze my data.	2.06	1.02	38	37.6	31	30.7	20	19.8	12	11.9
19	I feel I can use the findings of my research to solve teaching problems in my classroom.	2.95	0.76	2	2	26	25.7	48	47.5	25	24.8
20	I feel I can present the findings of my research clearly.	3.15	0.79	3	3	16	15.8	45	44.6	37	36.6
21	I feel I can apply the results of my research to my teaching.	3.06	0.75	2	2	19	18.8	51	50.5	29	28.7
22	I feel I can work with other teachers to do research as a team.	3.03	0.75	2	2	21	20.8	50	49.5	28	27.7

(continued)

No	Items	\bar{X}	Sd	Strongly disagree		Disagree		Agree		Strongly Agree	
				<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
23	I feel I can use school library to reach books and articles about my research.	3.34	0.88	5	5	13	12.9	26	25.7	57	56.4
24	I feel I can define the concepts in my research study clearly.	3.01	0.89	6	5.9	22	21.8	38	37.6	35	34.7
25	I feel I can save some time in my daily life to spend on doing research.	2.41	1.04	22	21.8	35	34.7	24	23.8	20	19.8
26	I feel I can work with my students to do research.	2.96	0.90	7	6.9	22	21.8	40	39.5	32	31.7
27	I feel I can use different methods in doing research.	2.84	0.85	7	6.9	25	24.8	46	45.5	23	22.8
28	I feel I can do research on topics related to my classroom.	3.15	0.74	2	2	15	14.9	50	49.5	34	33.7
29	I feel I can do research on topics related to teaching English in Turkey.	3.14	0.78	2	2	19	18.8	43	42.6	37	36.6
30	I feel I can do research on most of the topics that attract me.	3.04	0.88	6	5.9	19	19.8	41	40.6	35	34.7
31	I feel I can analyze the data collected through observation.	2.61	0.93	15	14.9	26	25.7	43	42.6	17	16.8
32	I feel I can combine and analyze the data collected through different instruments.	2.52	0.94	16	15.8	32	31.7	37	36.6	16	15.8
33	I feel I can apply my findings to teaching to see if they work.	3.02	0.70	1	1	21	20.8	54	53.5	25	24.8

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