



T.C.

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EFL TEACHERS' RESEARCH ENGAGEMENT AT A PRIVATE UNIVERSITY

BY

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ABSTRACT

EFL TEACHERS' RESEARCH ENGAGEMENT AT A PRIVATE UNIVERSITY

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The main aim of this study is to find research engagement level of English as Foreign Language (EFL) teachers at Ozyegin University by reading published academic materials in the literature or doing teacher research, and the motives behind this engagement level. In addition, the research culture of the institution's relevant department, and how teachers perceive this culture was also aimed to be reported at the end of the study. Lastly, apart from the institutional research culture, EFL teachers' perception regarding what research is another issue addressed by the study.

To achieve the goals of the study, fifty-five EFL teachers from with different backgrounds, years of teaching experiences and majors participated in the study. The participants were given a Likert type questionnaire adapted from Borg & Liu (2013) to get data of their background information, research engagement level, and institutional and personal research cultures. The questionnaire was followed by an e-mail interview for further exploration.

After analyzing the both quantitative and qualitative data, the study showed that even though EFL teachers at Ozyegin University engage with and in research, their perception regarding teacher research or in other words teacher as a researcher were not quite parallel to

the teacher research studied as a concept in the literature. To better the institutional and professional conditions, the reasons suggested by the study could be investigated.

Keywords: Research Engagement, Perception, EFL Teachers



ÖZET

Bu çalışmanın temel amacı, Özyeğin Üniversitesi'ndeki İngilizce öğretmenlerinin basılı akademik çalışmaları ile okuma ve araştırma yapma seviyelerini irdeleyerek bu yapının arkasındaki nedenleri belirlemektir. Buna ek olarak, kurumun ilgili bölümünde hâlihazırdaki araştırma kültürü ve öğretmenlerin bu kültürü nasıl algıladığı da ayrıca çalışmanın hedefleri arasındadır. Son olarak, kurum düzeyindeki araştırma kültürüne ek olarak, İngilizce öğretmenlerinin araştırma kültürünü nasıl algıladığı da konu alanı içerisine dahil edilmiştir.

Çalışmanın amacına ulaşabilmesi için, farklı art yetiştirmelere ve öğretmenlik tecrübesine sahip değişik lisans programlarından mezun olmuş elli beş İngilizce öğretmeni çalışmaya katılmıştır. Katılımcıların art yetiştirme bilgileri, öğretmenlik tecrübeleri, mezun oldukları lisans programları ile kurumsal ve kişisel araştırma kültürleri hakkında bilgi sahibi olmak için ilgili kişilerden daha öncesinde, Borg & Liu (2013) tarafından kullanılmış olan Likert tarzda bir ankete katılmaları istendi. Sonrasında, daha detaylı bilgilere ulaşmak amacıyla, yapılan anketi elektronik posta ile yapılan bir mülakat takip etmiştir.

Elde edilen nitel ve nicel sonuçlar doğrultusunda, mevcut çalışma; Özyeğin Üniversitesi'ndeki İngilizce öğretmenlerinin hem alan taraması hem de araştırma yaptıklarını göstermektedir. Buna karşın, ilgili alandaki tanımlamaların ve çalışmaları ortaya koyan kavramların tam olarak aynı doğrultuda olmadıkları görülmüştür. Mevcut kurumsal ve mesleki durumları daha iyi bir hale getirmek için bu çalışmanın sonucunda belirtilen nedenler incelenebilir.

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CHAPTER I

INTRODUCTION

1.1. Background to the Study

Language education has been in a continuous evolution due to not only socio-cultural but also educational innovations in terms of approach to the concept of language learning. As this paper focuses on, teachers are one of the centerpieces of the process, which have evolved from ‘being center of knowledge’ to ‘reflective practitioners’. As İnceçay (2015) states, due to the procedural and conceptual shifts in educational psychology regarding positivist and cognitivist psychology, the expectations from a teacher has also changed (p.1). Social inquiry in the process of detecting the local problems and creating solutions to these problems has had a significant role with the influence of social constructivism, in which teachers are accepted not merely technicians but as reflective and reflective practitioners (İnceçay, 2015, p.3). It can be claimed that this evolution has provided a different perspective to the theory – practice dysfunction in parallel with the concept of teacher research. Thus, teachers have become members of a lifelong learning process, and responsible not only for learners’ development but also for their own development in reflexive way.

1.2. Statement of the Problem

Foreign language teaching in Turkey is believed to be one of the most problematic areas of the national education system. This may result from several reasons such as inappropriate adaptations of western-oriented language teaching methodologies, ineffective government policies and having inefficient academic staff (Işık, 2008; Demirel, 1991; Çelebi, 2006). However, there is another parameter which has been studied extensively for decades, especially in the U.S.A., the U.K. and Australia: the gap between the theory and practice. In the field of English Language Teaching (ELT), a great number of studies have been done to

diagnose the problems and to find solutions to these problems. Despite the undeniable help provided by these researchers, the findings and outcomes have not been extended to the implementation level in practice. It is known that a great number of English as a Foreign Language (EFL) teachers have been trained in doing research and keeping up with recent trends in the literature in their undergraduate education. As Taber (2007) claims teachers and especially students on courses of initial teacher education are increasingly being expected to demonstrate ‘evidence-based’ practice or ‘research-informed’ practice (p. 4). However, according to Akyel (2014), components of teacher education programs are neglected in Turkey due to some reasons despite the amendments that have been put in action in the teacher education field. In spite of the last reform including coordination, communication and exchange between faculties of education and their affiliated schools, the sufficiency of these amendments has still been discussed in terms of not providing ample opportunities for practicum to enable the prospective teachers to develop their own teaching style (Akyel, 2014). When considered from this aspect – the practicum opportunities in university education – the EFL teachers in Turkey have been trained, on paper at least, to keep ‘up-to-date’, and to be able to diagnose and solve their future problems in classroom in their undergraduate education. Nevertheless, taking the whole picture into consideration, the process of training and the expectations do not reflect the reality. According to 2012 Programme for International Student Assessment (PISA) results there is a positive correlation between general academic performance and English proficiency performance (Koru & Akesson, 2011). On the other hand, English proficiency performance results are lower than general academic performance (mathematics and science literacy/performance) which has an average score of 454 in Turkey. The countries which have lower general academic performance score (APS) such as Indonesia (APS of 358), Mexico (APS of 420) and Brazil (APS of 401) have higher English proficiency performance. This situation could be associated

with two outcomes: either EFL education is not given enough importance in Turkey, which could be easily denied reviewing the curriculum of the primary and higher education, or the time or effort spent on EFL education is not enough. What is needed to be done by EFL teachers as an important component of learning-teaching process is to participate in a lifelong learning manner in the first place. This manner could be achieved through diagnosing any kind of problems in the class and producing solutions to them, and being efficiently equipped to take necessary actions.

Taking the perspectives given above into consideration, the new phase in language learning process require teachers to be reflective practitioners rather than agents doing repetitive chores which are designed by academicians. However, most teachers have difficulties in adapting to this fresh approach either because of personal obstacles or habits, or institutional limitations. The present study aims to understand the attitude of EFL teachers in terms of engaging *in* and *with* research to improve the perspective to the defective situations in class, and to be in a continuous professional development by a clear understanding of assumptions and findings in the literature.

1.3. Purpose of the Study

The very first step of this study was taken by a self-question of the researcher on the efficiency of academic education (undergraduate and graduate) and academic occasions such as conferences on ELT. The formal education and self-development process are supposed to contribute to professional characteristics of a teacher yet to see them as items to be covered in an impressive resume is a fact hard to deny.

The present study first intends to find out whether EFL teachers engage *in* and/or *with* research as a part of learning – teaching process. As underpinning points to this inquiry, research engagement is one of the important factors that may help EFL teachers keep pace

with students and the concept of foreign language learning, as continuously developing parties of the process. In addition, the level and extend of research engagement is another question whose answer is sought in the present study. Another aim of the study is to inquire the reasons behind being or not being engaged in/with research since the motivating factors are important in terms of promoting research engagement, and developing insights about the motives behind teacher research.

The following research questions have been proposed for this study in order to investigate the issues above:

1. Do in-service EFL teachers at Ozyegin University engage with and/or in research? If so, to what extend do they engage with and/or in research?
2. What are the reasons of in-service EFL teachers at Ozyegin University for being and not being research engaged?
3. What are EFL teachers' perceptions of the extent to which their workplace is conducive to research engagement?

The population of the study is a group of English instructors teaching undergraduate courses and in preparatory school at Ozyegin University. More than half of the population participated in the study, which provides generalizability for the results of the instrument, and representativeness at the institutional level. Researcher also was given positive feedback on the questions in the instrument by the participants, which could be an underpinning point for the assumption that participants interpreted the questions accurately.

1.4. Organization of the Study

Current study consists of five chapters: introduction, review of literature, methodology, results and discussion, and conclusion.

The first chapter includes the underlying purpose of the study and the urges that have given inspiration to the researcher to pursue the subject of the study. Besides the motive behind the study, the first chapter also presents the research questions to be answered as a result of this study, and the significance of the study. Finally, definitions of the significant terms, basic assumptions and a general organization of the study are covered in the first chapter.

In the second chapter, a brief and to the point review of literature was tried to be presented by the researcher. This chapter has two main headings: engagement in research, which has seven subheadings, and engagement with research having three subheadings.

Chapter 3 has the structural and analytical details of the study. Design of the research, the setting where the study was conducted, and its participants are also included in this chapter. The instrument to collect necessary data, and how the data analyzed are also present in the third chapter.

The fourth chapter has the comprehensive discussion of the data collected through the instrument, and its comparison with the findings in the literature review.

The last chapter includes the sections of conclusion, implementations and suggested readings to pursue a further study. The reference list of the sources that were used in the study and the appendices could be found at the end of the study.

1.5. Significance of the Study

As emphasized previously, teacher research has been the focus of teacher education programs in many countries. In the U.K., there are even state-funded teacher research programs, and the studies are being done to do the same in the U.S.A and Australia (Borg, 2010, pp. 393 - 395). Even if the state does not fund teacher research in Turkey, there has

been a silver lining on the issue. There may not be much evidence yet the issue has started to draw attention from many academicians. An example to one of the very first studies on teacher training is “Collaboration to Explore Teaching: A Case Study Report” by Akyel (2000), which studied the collaboration of EFL teachers to determine the problems, and to find solutions to those problems, and the effects of this collaboration to participants’ teaching culture.

Another significant aspect of the issue is that teachers need to get involved in research engagement to develop their teaching abilities and epistemologies during their career. Contrary to the widespread perception of being a teacher in Turkey – graduating from a university and just keep teaching to provide a secure income – the most important trait of being professional is to develop professional abilities rather than earning a living (Taber, 2007, p.4).

Furthermore, teacher research is one of the parameters that has a significant role in developing learning – teaching process in an EFL environment since it reduces the gap between the findings and outcomes of the research done in the field and classroom practice (Crookes, 1993; Olson, 1990). Promoting teachers to be more reflective and critical (Atay, 2006; Borg, 2010), teacher research engagement has enabled teachers to make self-sufficient judgments (Lankshear & Knobel, 2004), and created a chance for teachers to contribute to curriculum and syllabus design by being aware of what is working or not working in the class through an analysis of the needs and a continuous solution-seeking to the problems.

As a result, this study served to the institution where it was done, and to its participants in terms of understanding their attitudes towards research culture. In this way, the study contributed to better its initial learning – teaching environment. Moreover, the fact that the researcher has experienced the same insufficiency such as not being professionally

satisfied by the academic research, and desire to inquire the possible ways of bettering professional abilities with a research process which is freed from the procedural steps of academic research and institutional inconvenience can be put forward as a *raison d'être* for the current study.

1.6. Definition of the Significant Terms

EFL: It refers to situations where the learners have no or very few authentic chances to perform the language in the community they live (Cohen, 1998; Harmer, 2007).

English as a Second Language (ESL): ESL refers to a general and traditional term for use or teaching of English to non-native speakers in the contexts where English is spoken as first language (Nunan, 1999).

Practitioner Research: “Practitioner research is similar in purpose and conduct to teacher research (and is often used as a synonym for it); it refers to systematic inquiry by professionals in any discipline who are investigating their own practices” (Borg, 2010, p. 395).

Action Research: “Action research is a form of practitioner research which is characterized by particular procedures, which broadly involve the introduction and evaluation of new practices, typically through a number of investigative cycles” (Borg, 2010, p. 395).

Teacher research: In this study the concept refers to Borg’s (2010) definition “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) rather than a mere practitioner inquiry.

Engagement in research: It refers to be a part of research by doing it (Borg, 2010).

Engagement with research: It refers to be a part of research by reading and using it (Borg, 2010).

CHAPTER 2

REVIEW OF LITERATURE

2.1. Engagement in Research

2.1.1. Theory – Practice Dysfunction

Today one of the main problems in EFL / ESL environment is the gap between academia and language teachers as practitioners. Most research and studies, and their outcomes are being carried out in a utopic context without acknowledging the complexities and haphazard situations in day-to-day language teaching (Block, 2000, p. 129 - 130). In this case, language teachers are to equip themselves with the essential tools and skills to diagnose ineffective or defective points in teaching process, analyze them through the literature, and reflect upon their possible solutions. Besides, it is also advocated that language teachers should engage *with* the literature in a critical manner to provide a basis for their professional development (Perry, 2005). In other words, language teachers are encouraged to refer to the literature and involve in research (as cited in Cochran-Smith & Lytle, 1993, p. 8). However, to have a full grasp of the issue, there are two facts to be questioned well in this dilemma: how the gap between researchers and language teachers has occurred, and the role of language teachers in the solution of the problem.

One of the factors that has caused the gap is the hierarchical stance between researchers and language teachers (Crookes, 1993). Crookes puts this class discrimination into words with two concepts: researchers as *knowledge makers*, and teachers as *processors*

(1997). Reich (as cited in Block, 2000) tags second language acquisition (SLA) researchers as *symbolic analysts* who belong to an upper class, and somehow are assigned to identify the problems, and produce solutions to them unlike language teachers who are labeled as *in-person servers* to take part in repetitive tasks which are controlled by *symbolic analysts* (p. 133 - 135). The hierarchical stance between researchers and language teachers could cause certain drawbacks as Block posits teachers feel *deskilled* and *declassified* based on Reich's assertion (2000, p. 135).

Another possible reason for the gap between SLA researchers and language teachers could be the different approach to the knowledge of language (Block, 2000, p. 135). It is upheld that SLA researchers tend to have an *epistemological stance* which decides on the issues to be researched and how to be researched through phenomena, and validity of the outcomes. On the contrary, language teachers are equipped with a *hermeneutic stance* due to the nature of teaching itself, where exploration stems from factors in context (Rorty, 2009). These different ideational stances may also cause very significant differences in treatment of issues as Block (2000) claims SLA researchers and language teachers are members of different groups with different backgrounds and *discourses* (p. 135). In this assertion, *discourse* could be tagged as a distinguishing concept. According to Gee (1996), *discourse* is "a socially accepted association among ways of using language, other symbolic expressions, and 'artifacts', of thinking, feeling, believing, valuing, and acting that can be used to identify oneself as a member of a socially meaningful group or 'social network', or to signal (that one is playing) a socially meaningful role" (p. 131). Ellis (1997), who values the definition by Gee as a key factor to understand the gap between SLA researchers and language teachers, expounds that SLA researchers and language teachers belong to two different *discourses* (p. 72). That is to say, these two parties also belong to two different social contexts with different values, making reconciliation hard to be achieved. In the perspective of a different *discourse*,

it can be claimed that SLA researchers have a *denotative context* where questions and answers are to reflect the reality, on the other hand; language teachers build their own context on *connotations of reality* stemming from social interactions (as cited in Block, 2000, p.136).

Lastly, these fundamental differences between SLA researchers and language teachers result in having different expectations and approaches. While SLA researchers may be concerned about adding up to the basic knowledge of language learning - teaching process, language teachers are in a constant effort to ease the problems or obstacles that they face in classroom.

2.1.2. The Role of Teacher in the Solution

As propounded in the previous section, there may be several main reasons for the ongoing conflict between SLA researchers and language teachers. Possible solutions to the case also vary like the motives behind the conflict. Clarke (1994) suggests a complete change in the hierarchy of research tradition: teachers are to be placed on top of the other members of the process like researchers, academicians and others (p.18). This approach to the problem has also been a popular one among other English teaching members. As a result of this trend, collaborative engagements in language research have its place in the process. These mutual relations have implications such as inquisition of the motives behind becoming a teacher, or reflecting upon their own lessons to see the decision making process themselves, and sharing time during the teaching process to study the significant elements like planning, teaching and assessing with the researchers (Block, 2000; Clarke, 1994; Grenfell, 1998; Loudon, 1992; Nunan, 1999; Woods, 1996). Although this approach as a solution to the conflict may sound solid, it may have drawbacks. As Block (1996) concludes in his collaborative study, researchers are not only in charge during the process, but also they do not seem eager to share the ‘spoils’ of the efforts being shown (p. 168 – 196).

Action research or the term ‘teacher-researcher’ could be illustrated as another solution to the conflict. Within the last two decades, language teachers have been encouraged to take part in the process of producing solutions as the chief executor of the research cycle which includes determination of the research questions based upon real in-class problems and experiences, engaging *with* research by reviewing the literature, data collection and analysis, and making deductions (Allwright, 2003; Allwright & Hanks, 2009; Akyel, 2000; Block, 2000; Borg, 2007; Burns, 1999; Cochran-Smith & Lytle, 1993; Crookes, 1993; Donato, 2003; McKernan, 2008; McNiff, 1993; Noffke, 2002). Besides, putting these deductions on paper and making them public – at least sharing with other colleagues – is another expected action to be taken. However, publication step could be seen as a drawback since language teachers may not find ample time to spend on such a detailed work for professional development as compensation of this extra work is hard to be seen (Block, 2000, p. 10). Even if language teachers who are able to find ample time to put the research process on paper and share with others are discouraged since their work possibly do not gather as much as attention as the ones by other research professionals (Block, 2000, p. 13). İnceçay (2015) also puts forward similar concerns on teacher research by claiming that the very first examples of teacher research were ineffective since teachers were expected to follow the steps and requirements of an academic research, which was very hard to do for EFL teachers due to lack of time (p. 16).

Beyond all the possible solutions with their possible drawbacks, teacher research could be a turning point where conceptual and empirical evaluation meets for a solid professional development (Allwright, 2003; Block, 2000; Borg, 2007).

2.1.3. Origins of teacher research

Teacher research could be related to action research which originated in the U.S.A around 1940s, and used to be corporate related (Borg, 2010; Noffke, 2002). With the

reappearance of action research in mid 1970s after its loss of popularity, it was accepted as a designing tool to tailor the educational process into a more democratic and participatory one (Borg, 2010). With initiation as a curriculum reform, Schön's argument could be accepted as a milestone of teacher research: "professionals were not unthinking technicians but reflective practitioners provided impetus for initiatives which placed teachers in the role of autonomous investigators of their work" (as cited in Borg, 2010, p. 395-396). After recognition of inadequacy of large scale and global research studies to diagnose and treat the local problems that language teachers experience in their close environment, local inquiry based small scale teacher research seen to be as an alternative (Allwright & Bailey, 2004). Teacher research has been in an evolution since its first appearance in the field in 1980s (Borg, 2010, p. 396); however, as Freeman (1998) upholds the efforts to promote local questioning to local problems is a necessary step to narrow down the gap between theory and practice, and a chain breaker to redesign the concept of research as if it belongs to a certain social group (p. 103-106).

2.1.4. Conceptualization of teacher research

Despite of arising out of the same roots, current types and forms of teacher research vary according to the objectives to be achieved. Notwithstanding the diversity, three mainstream conceptualizations could be put forward: as a socio-political stance in educational environment for emancipation from disruptive and unrighteous conditions, as a collaborative exploration to improve teaching and institutions (a basic objective of teacher research which aims to enhance the improvement of not only practitioners but also close environment like classrooms and schools), and as a 'means-oriented' tool which targets actionable improvement for teachers (Borg, 2010; Cochran-Smith & Lytle, 1999; Edge, 2001; Hammersly, 2004; İnceçay, 2015).

Apart from these mainstream conceptualizations of teacher research, in language teaching one of the most emphatic notions is *'Exploratory Practice'* (EP) (Allwright, 2003, 2005; Allwright & Bailey, 2004; Allwright & Lenzuen, 1997; Borg, 2010). Due to the improbable nature of 'practitioner research' with extra burden of time and research on teachers, incorporation of teacher research to classroom practice rather than being accepted as a responsibility could be a bridge between teacher and research (Allwright, 2003, 2005; Block, 2010; İnceçay, 2015).

2.1.5. Definition of Teacher Research

Various studies and researchers have defined teacher research meeting on some common grounds: (a) teacher research can be conducted both by teachers or researchers in collaboration with teachers; (b) the process of research requires systematic steps; and (c) starting point should be derived from local environment (Allwright, 2003; Borg, 2010; Cochran-Smith and Lytle, 1999; Dads and Hart, 2001; Freeman, 1996; İnceçay, 2015; Lankshear and Knobel, 2004). However, besides the common grounds of various definitions, there are also differences, too. While the necessity of collaboration is highlighted by Lankshear and Knobel (2004), the publication of the outcome of research for the sake of improving social context is put forward by Cochran-Smith and Lytle (1999), and Dads and Hart (2001). Borg (2010) collated various perspectives on teacher research, and defined it as "... 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). Another synthesis of definitions of teacher research is put forward by İnceçay (2015): "It is a systematic investigation conducted by teachers to find

solutions to the problems or explore any puzzling events in their own contexts, individually or in collaboration to make the results public for better teaching” (p. 20).

2.1.6. Benefits of Teacher Research

The benefits of teacher research could be observed through different parties and environment of learning – teaching process. Nevertheless, by examining the literature, these positive outcomes can be categorized into four aspects taking into consideration the partners that teacher research interacts with: social benefits, solutions to theory – practice dysfunction, actions to evolve teachers into decision makers, and finally positive changes in teaching dynamics.

As stated previously, teacher research stems from action research the aim of which is to create a positive difference not only at an institutional or a professional but also on a social level (Allwright & Bailey, 2004; Borg, 2010; Noffke, 2002). Olson (as cited in Borg, 2010, p. 404) puts forward that teacher research has potential to change the approach to educational process in addition to emancipation and equipment of teachers to create favorable changes in their practice, institution, and even in education policy on a national level. The state-funded teacher promotion of teacher research in the U.K. could be shown as an example to this situation (Zeichner, 2003, p. 317). As the underlying issue of this study, to mend the dysfunction between academia and language teachers, the latter has significant parts to play in the process as Clarke (1994) suggests a radical change in the hierarchy of research process. Crookes (1993) congruently with Clarke (1994) and Olson (as cited in Borg, 2010) posits that teacher research has the potential to provide essential tools and mindset to nurture the bounds between researchers and teachers, and as a result, inconsistency between research outcomes and classroom practice could diminish. ‘Teaching’ as a concept has been in a continuous change with all parties within it. The metamorphosis of teachers from *in-person servers*

(Reich, as cited in Borg, 2010) to *decision makers* could be one of the most significant and challenging changes as well. The reason behind this challenge is the processor role of teachers that has been preconceived so far (Allwright, 1997; McNiff, 1993). In this perspective, according to Gurney, teacher research enables language teachers to break the ongoing passivized and depended role, and to have a say in curriculum policies by using their *hermeneutic stance* (as cited in Borg, 2010, p. 402). Olson (as cited in Borg, 2010, p.403) claims this hierarchical shift also ensures a better change in classroom actions to be taken and practical decisions. According to Roberts (as cited in Borg, 2010), being freed from restraining expectations, language teachers could move out from frustration and hierarchical loneliness, which may promote self-governance of language teachers while making decisions regarding their profession (Lankshear & Knobel, 2004). Autonomous decision making process also promotes a self-sourced and recyclable solution generating process rather than exogenous solutions to in-class challenges, which leads to a more reflective and questioning approach, and logical reasoning for their teaching (Atay, 2006; Donato, 2003; Olson, as cited in Borg, 2010).

As an evidential study to the possible outcomes of teacher research stated above, regarding the changing policy in the U.K. – funding teacher research on a national level – Zeichner (2003) asserts that promotion of teacher research, and making it a part of teaching process rather than an extra duty helps language teachers to feel self-assured to create a more prospering learning process, and to update themselves in seeking solutions to troubles that they may encounter in class (p. 317). It is also added that conducting a systematic and continuous inquiry to the challenges in learning – teaching process pays off as positive changes in students’ attitude and learning. It could be concluded that teacher research stands as an important and effective factor to increase language teachers’ awareness and practical

capacity as well as the possible after effects of certain in-class approaches (Borg, 2010, pp. 403-404).

2.1.7. Critiques of Teacher Research

Despite praises on teacher research, which has been an attractive issue for the many in the literature, there are opposing views against it as a concept. One type of the criticisms against teacher research, according to Huberman (1996), is the open to doubt methods that have been used in research process (p. 127), which creates an ingenious and unrealistically idealized nature for teacher research (as cited in Borg, 2010, p. 405). In the same vein, Elliot and Sarland (1995) claim many examples of teacher research that can be found in the literature have a descriptive approach rather than an analytical one as presenting solutions to ‘local challenges’ teachers encounter (p. 373). However, above all criticisms against teacher research, the questions about the quality of research process could be labeled as the most serious ones. As presented in the previous chapter, the U.K. has been undergoing a policy change regarding teacher research to promote it as a part of the educational process (Borg, 2010, pp. 393 – 395) whose outcomes are eulogized by Zeichner (2003). However, Foster (1999) conversely interpreted those outcomes as not comprehensive research studies but nothing more than personal descriptions and justifications of the challenges that experienced on class, institutional or professional level (p. 383). One of the possible reasons of this inference could be tenuous validity of the studies (Bartlett & Burton, 2006; Foster, 1999). Besides the criticism in terms of not having the qualities of a research study or its validity, another criticism to the concept is scarce amount of teacher research in the literature (Dörnyei, 2007, pp. 190-192). Even though this situation could be true in a broader perspective, it can still be challenged. The various examples of teacher research are comprehensively examined and identified with their scopes, partners, aims, extents and contents in Borg’s (2010, pp. 397 – 405). However, the point worthy of notice is not their amount but their significance in the

literature due to the '*methodological limitations*' during the research process as Ellis (2010, p. 189) posits. Block (2000) also states putting the outcomes of a teacher research in action is arduous since language teachers are expected to engage in research as an extra duty together with negligence and avoidance in the literature (p. 138). These challenges may also be the reason for not having 'enough' teacher research as Dörnyei (2007) claimed. Some criticism against teacher research comes with the true nature of teacher research. That is to say, teacher research levels to produce solutions to local challenges by local inquiries, which results in criticism in terms of generalizability, scale and repeatability (Block, 2000; Borg, 2010).

Codes of research are the strongest features of academic research, and there are certain actions to be taken by a researcher during research process, whose absence could result in fail of the process (Dörnyei, 2007, pp. 48 – 75). It can be claimed that this strong side of academic research is a basis for another important criticism against teacher research. Absence of certain and widely accepted criteria to specify the quality of a teacher research results in two perspectives: first, the necessity of certain set of rules to identify and assess the quality of a research, and secondly, the liberation from this fundamentalist view since each and every research necessitates different set of criteria (Borg, 2010; Seale, 1999). However, as Brumfit and Mitchell (as cited in Borg, 2010), and Nunan (1997, p. 367) put forward alike, notwithstanding research is whether a local inquiry or an academic one, a research process should be evaluated according to attentiveness and diligence that is spent on it. Apart from the foundationalist and nonfoundationalist views, there are some other suggestions to assess the validity of teacher research. While Barlett and Burton (2006) claims basing research on professional relevance would be a solid criterion, Anderson and Herr (1995) come out with some various validity types like outcome, process, and democratic, catalytic and dialogic validity for the same purpose. Nevertheless, neither professional relevance nor implementation of certain type of validities makes teacher research and its outcomes

trustworthy (Borg, 2010, p. 405). According to Burns (as cited in Borg, 2010) the quality of teacher research (or as it has stemmed from action research) could be based on its very recursive feature which enables to detect, correct and better the flaws and breakdowns during the process with the support of collaborative nature (p. 405).

Another point which teacher research has been criticized is the absence of an expository view for greater aspects or to make remarkable changes in the field (Crookes, 1993; Cochran-Smith & Lytle, 1999). The advocates of teacher research assert that it can give rise to a chain effect to produce larger scale solutions through making local inquiries as starting points since other teachers are likely to examine research through adaptation and implementation to their possibly alike local problems (Allwright, 2005; Block, 2000; Borg, 2003, 2010; Noffke, 2002; Stewart, 2006). However, the scarcity of examples to this idealization can be backed up with Kiely's (2008) opposite commentary: teachers prefer focusing only on their close environment, in this case class and their own student's learning attitudes, rather than putting effort to create examples to other local inquires, or contributing to settlement of institutional challenges (p. 26). In this regard, it can be observed that most of the teacher research, which already does not have satisfactory share in the literature, are conducted by university teachers or teachers who are also undergraduate students with an effort of academic achievement, not by school teachers, to which Borg's (2010, p. 406) statistical examination of TESOL Quarterly content can be shown as an example. It could be a fair conclusion that most of the examples of teacher research in the field contradict the very true nature of teacher research.

2.1.8. Barriers to Engagement in Research

It is possible to find a great variety of reasons for hindrances to initiation of cyclical teacher research in the literature (Allison & Carey, 2007; Allwright, 2003; Allwright &

Hanks, 2009; Atay, 2006; Shehadeh, Levis & Barkhuizen, 2009; Borg, 2003, 2006, 2009, 2010; Burns, 1999; Clarke, 1994; Denny 2006; Edwards & Willis, 2005; Grenfell, 1998; Hancock 2001; McKay, 2009; Rainey, 2000; Rust & Meyers, 2006; Worrall, 2004). One of the barriers to conduct teacher research could originate from institutional culture which lacks collaboration (Borg, 2010; Burns, 1999; Worrall, 2004). Language teachers who tend to conduct teacher research for their local challenges could be exposed to peer-pressure ending up with isolation from the majority (Borg, 2010, p. 409). Moreover, inefficient and inadequate cooperation or help from other colleagues could also be one of the hindrances to designing a teacher research (Burns, 1999, p. 215).

As stated previously, the number of language teachers actively doing teacher research is scarce, this minority group could be alienated by the majority with the notion that those local inquiries could impose burdens on them (Worrall, 2004, pp. 144 – 145). Besides, restrictions in language teachers' conceptualization of teacher research and its motives and possible outcomes could cause not to conduct teacher research. As one of the prime aims of teacher research is to cure the problems in class, teachers may think implementing a local inquiry can also mean teacher has problems in class, in addition to concerns of making those class-level and institutional-level challenges public (Allison & Carey, 2007; McKay, 2009; Rainey, 2000; Worrall, 2004). However, according to McNamara (as cited in Borg, 2010), those concerns could still be a barrier to teacher research since teachers have tendency to believe the outcomes of their inquiries have no possibility to make an impact in the field since the common perception that teachers are a part of a research as subjects/consumers not administrators/generators, and they cannot meet the requirements to conduct 'an academic' research which is believed to be a large-scale and technical (Atay, 2006; Borg, 2006; Denny, 2005; Rust & Meyers, 2006). Beyond these sources of barriers, institutional-level inadequacies could also be claimed as another source. Not being provided ample resources

like extra time, funds, internal or external expert support or guidance by institutions could discourage teachers to conduct research (Allwright, 2003; Allwright & Hanks, 2009; Block 2000; Clarke, 1994; Grenfell, 1998). This institutional attitude may also demotivate language teachers. Lack of rewards for being engaged in research, and absence of commendation by colleagues or management can also withhold language teachers from conducting teacher research (Shehadeh et al.2009; Block, 2000; Borg, 2007; Edwards, 2005).

2.1.9. Studies on Teacher Research

In the literature there are numerous studies on different aspects of teacher research in L1 and EFL contexts (Allwright and Bailey, 1991; Akyel, 1999, 2000; Atay, 2006, 2008; Benton and Wasko, 2000; Borg, 2006, 2007, 2009; Brown and Rodgers, 2002; Burns, 1999; Demircioğlu, 2008; Demiröz, 2008; Edwards, 2005; Everton, Galton and Pell, 2000; Freeman, 1998; Gao and Chow, 2011; James, 2001; Korucu, 2011; Lankshear and Knobel, 2004; Macaro and Mutton, 2002; Maharaj-Sharma, 2011; Nunan, 1989; Özdemir, 2001; Ratcliffe et al., 2004; Roberts, Crawford and Hickman, 2010; Ross and Bruce, 2012; Roth, 2007; Stremmel, 2002; Yeşilyurt and Moore, 2011). These studies have different focus points which could be classified as how teachers conceive teacher research as a concept, instructions on teacher research, and effects of being a teacher – researcher on professional development (İnceçay, 2015).

Akyel (1999) studied the insights of Turkish EFL teachers to their professional development and career. According to the results of the study 19% of the participants were enrolled to an academic journal while the rest justified the situation by stating that they had no extra time to engage in or with research due to busy schedules. Besides, almost 40% of the participants stated they attend academic occasions like seminars or conferences in addition to 23% who reported to find collaboration with peers and self-inquiries beneficial for their in-

class performance. More than two thirds of the participants conceptualized teacher research as sharing experiences and ideas, and reflecting on in-class strategies.

Another study on teacher research was done by Edwards (2005), which is a collection of EFL teachers' classroom based research. The participants were asked again about their insights on what teacher research is. The popular answer for teacher research is that teacher research is an organized and planned step to take action for in-class problems involving data, analysis and observation. Participants also suggested that a teacher research should be interactive with the learners in addition to being simple, local and relevant. However, the main concern on teacher research was time since all the necessary steps to be taken during the process requires extra time.

Borg (2006, 2007, 2009) also investigated attitudes of EFL teachers and institutions towards teacher research in his consecutive studies. The participants of the study (2006, 2007) were Turkish EFL teachers who were teaching at university level, and EFL teachers from Switzerland. In the first study 90% of the participants perceived research as a process to be conducted by academicians in which statistical analysis and academic research steps like forming hypothesis, objectivity and variables hold a significant role. Another important outcome of the study was that most of the teachers (77%) stated that the reason for not engaging in research is not having ample time due to busy schedules although they claimed the administration provides the necessary support. In the second study (2007) in which the same instrument was conducted resulted almost the same with the previous study (2006). Most of the teachers stated that research is a duty to be done by academicians. Besides, the reason for not engaging in research was not having enough time to spend on research, and researching was not a part of teaching profession. A similar study by Borg (2009) was done at an international level. 505 EFL teachers from 13 different countries were asked about their research culture and research engagement level. Teachers who were not engaged in research

stated not having time and comprehension of research, and inadequate access to resources as major motives.

Taking other studies on EFL teachers' conception of research, Inceçay (2015) summarizes the common attitudes of EFL teachers: even though teachers are eager to engage with and in research, they have the belief that research is a phenomenon in academicians' territory (p. 29). It is also claimed that teachers have the belief that research is not a significant component of the profession but an extra occupation. The most common obstacle for engaging with or in research is not having enough time.

2.2. Engagement with Research

2.2.1. Teachers' Role as Conscious Consumers

Teachers are expected to have a critical attitude towards the research in the literature in the process of searching for answers to benefit in terms of classroom practice and professional development (Borg, 2010, p. 411). The ultimate aim of the academic studies, in a broader perspective, is not only for symbolic analysts to utilize but for a far-reaching use (Brown, 2005, pp. 6-8). In addition, teachers are to develop critical skills to evaluate and sift through the literature in order to achieve the necessary information (McMillian & Wergin, 2010). Being able to analyze and synthesize a 'quantitative' research could be claimed hard for teachers, which also causes research illiteracy among teachers (Perry, 2005; Porte, 2002). The view in the literature that being research literate to engage with research requires serious academic awareness and technical strategies and skills makes teachers remain distant from engagement with research, and causes incorrect assumptions (Borg, 2010, p. 411). On the contrary, Borg (2010) advocates the idea that before setting certain requirements for teachers to engage with research, there are issues to be examined like whether teachers have access to the literature, or they desire or need to engage with published studies and finally whether they

have ample time to participate in such a comprehensive occupation (pp. 411- 412). Borg points out that this problem is also caused by not addressing the attitudinal barriers before trying to equip them with technical requirements (2010, p. 412).

2.2.2. The Impact of Research Engagement on Classroom Practice

A common erroneous perception by language teachers is the expectation of immediate change in classroom practice as a result of engagement with research (Borg, 2010, p. 414). Since outcomes and suggestions of academic research address to a larger scale with the aim of requiring generalizable facts, their effect on classroom practice is not always efficient and expected (Cordingley, 2004; Hammersly, 2004b; Pachler, 2003). Corresponding to this view, academic studies, mostly SLA research, in the literature are not pledged to be direct source of knowledge and to have direct impact on local challenges in language process but they are to be used as starting points to mediate answers to local inquiries (Borg, 2010; Freeman & Johnson, 1998; Lightbown, 2000). Although Borg (2010) seconds the argument – that language teachers are to engage with research in light of their own local needs after necessary adaptations – by Clarke (1994, pp.22-23), he asserts the most important factor on the benefit of engagement with research is the inclination of teachers (p. 412).

2.2.3. Motives Behind not Reading Research

As pointed out in 2.2.1., teachers' attitudinal barriers could be an important factor for not being engaged with research. However, one of the evident reasons why teachers do not read research is time. In their studies Block (2000) and Borg (2009) assert since teacher research is not implemented as a curriculum tool in to teaching – learning process, teachers may avoid putting an extra burden into their existing work load. In addition, in the light of McMillian's and Wergin's (2010) arguments which are presented in 2.2.1, Hamsley-Brown and Sharp (2003) make similar assumptions: teachers have difficulties in grasping the essence

of academic research due to lack of critical skills and basic structure of an academic research. Different from these, the inaccessibility of published research or certain database is another reason for teachers not to engage with research (Macaro, 2003). However, the focus again shifts to psychological and personal barriers as Williams and Cole (2007) make evident in their study that teachers tend to not engage with research due to their negative attitudes even if there are no accessibility problems at all (p.202).

CHAPTER 3

METHODOLOGY

3.1. Setting

The current study is a replication of the study by Borg and Liu (2013) “*Chinese College English Teachers’ Research Engagement*” which was conducted in China with 725 collage English teachers. The study was conducted in Undergraduate English Programs (UEP), Preparatory English Programs (PEP) and Modern Language Program (MLP) in School of Languages (SCOLA) of Ozyegin University, which is a private foundation university in Istanbul, during the second term of 2016 – 2017 academic years. SCOLA has been accredited for three different departments – UEP, PEP and MLP - it incorporates by Evaluation and Accreditation of Quality Language Services (EAQUALS), which is an internationally accepted accreditation program based in Europe.

3.2. Participants

The participants of the study (see Table 1) are native/non-native EFL lecturers and instructors working at Ozyegin University. Participants have certain qualifications of EFL teaching (undergraduate degree, master’s degree, graduate degree, CELTA, DELTA and other various certificates and trainings related to EFL). 55 instructors participated in the study. The

teaching experience of the participants, and the highest relevant qualification to ELT are also shown in Table 1

TABLE 1 General Information of the Participants

Number of the Participants	Age Group	Number of the Participants	Years of Teaching Experience	Number of the Participants	ELT Qualification
4	25-29	4	0-4	4	Certificate
19	30 – 34	21	5-9	0	Diploma
19	35 – 39	15	10-14	9	Bachelor's
7	40 – 44	6	15-19	38	Master's
3	45 – 49	3	20-24	2	Doctorate
3	50 +	6	25 or more	2	Other

The majority of the participants, 38.2%, had teaching experience of 5 to 9 years. As summarized in Table 2, following this group, teachers who had teaching experience of 10 to 14 years formed the second big group with 27.3%. In addition, 10.9% of the teachers had 15 to 19 years of teaching experience while 5.5% had 20 to 24 years.

TABLE 2
Years of Experience as an English Teacher

Years	N	%
0-4	4	7.3
5-9	21	38.2
10-14	15	27.3
15-19	6	10.9
20-24	3	5.5
25 or more	6	10.9
Total	55	100

In terms of teaching EFL/ESL qualifications, 69.1% of the participants had an MA degree, which was followed an undergraduate degree with 16.4%. Participants with certificate, diploma or any other certification programs such as TESOL, CELTA, ICELT or DELTA had the percentage point of 12.9. The ones with a PhD degree formed the minority with 3.6%.

3.3. Instruments

In the study two instruments were used to collect data:

a) a Likert type questionnaire

The questionnaire which was used as the main instrument of the current study was first used in Borg's (2009). The same questionnaire was adopted and updated for Borg and Liu's (2013). Borg (2013) states that necessary alterations were made to reach optimum relevance to the context. Besides, standard frequency descriptors were not used since they are not as satisfactory as they are expected since personal interpretation of those descriptors is quite possible (Borg & Liu, 2013, p. 277). Instead, more specific ones were used in the questionnaire like *once a week* or *once a month*. However, the researchers (Borg & Liu, 2013) were given feedback that it was hard to state this much certainty. Hence, frequency descriptors in the questionnaire was supported with another extra option periodically which implies engagement with research at certain times or periods (Borg & Liu, 2013, p. 277). The instrument was adapted in terms of contexts where it was conducted, and the final adapted version was checked and given feedback in terms of reliability and validity by researchers and peers. Using a questionnaire is advantageous in terms of being time saving since they can be delivered to large group of people electronically at the same time, and make data input process easier due to being on an electronical platform (Fraenkel, Hyun & Wallen, 2012, p. 125). In addition, using a questionnaire as the instrument in a study provides economical, efficient and standard data collection process since it is prepared beforehand, and it could be tested several times before the actual use (Dörnyei & Taguchi, 2003). On the other side, according to Fraenkel et al., participants have no chance to ask questions for clarification in case ambiguity or unclear points in the instrument (2012, p. 126).

The questionnaire used in the study has six sections: personal information of the participants, reading research, doing research, research culture, research scenarios, and characteristics of good research. The instrument includes Likert type, multiple choice and checklist type questions. The questionnaire (see Appendix 1) was conducted in English since the participants are proficient in English, and also there were foreign participants, too. It was done on an online platform (google documents), and was designed accordingly.

b) e-mail interviews

The participants were asked to give their insights of their answers for the questionnaire via a semi-structured follow-up e-mail interview (see appendix 2) on a voluntary basis. Since the participants of the current study have different vacation dates, opportunity sampling and use of e-mail were the only options for follow-up questions. 8 of 55 participants volunteered to participate in the follow-up interview yet 6 of them could participate. The questions in the interview had written forms with explanatory information about the process, and guiding tips. The questions were also adopted from Borg's (2010) study. The respondents' answers were processed by content analysis, and a clear thematic and structural link with the questionnaire answers was sought.

At the end of the study, the qualitative data obtained through e-mail interviews was used to have a more comprehensive insight of the quantitative data collected via the questionnaire.

3.4. Data Collection and Analysis Procedure

Sequential explanatory strategy was used in the study by collecting and analyzing quantitative data, which was followed by the same process again for qualitative data (Cresswell, 2009). The quantitative data of the study was collected by sending the link of the questionnaire to the email group which is used by every academic staff of SCOLA with a

notification for the participants to answer the survey. The data, collected via the questionnaire, and analyzed descriptively through inferential statistics, was examined on SPSS 24, and normality assumption was not met. In addition, since the data mostly nominal and ordinal, nonparametric tests like Spearman Correlation were used (alpha level of 0.5). The gender distribution of the participants was not taken into consideration since gender is not one of the focus areas of the current study; however, educational backgrounds of the participants, and years of teaching experience were included in data collection and analysis. Qualitative data was collected through an e-mail interview with the volunteer participants, and was analyzed through content analysis.

CHAPTER 4

RESULTS and DISCUSSION

4.1. Findings Related to the Research Questions

4.1.1. Engagement with Research

The answers to first question of Section 5 from the instrument “How frequently do you read published materials on language teaching research?” reflects the frequency of engagement with research as it was illustrated in Table 3. The most repeated frequency of reading was *Sometimes* with 40%. This result could have been interpreted that participants tried to be on the safe side to hide the low level of engagement with research; however, the percentage of *Never* and *Rarely* could also mean that the participants preferred being honest with their result rather than prudence.

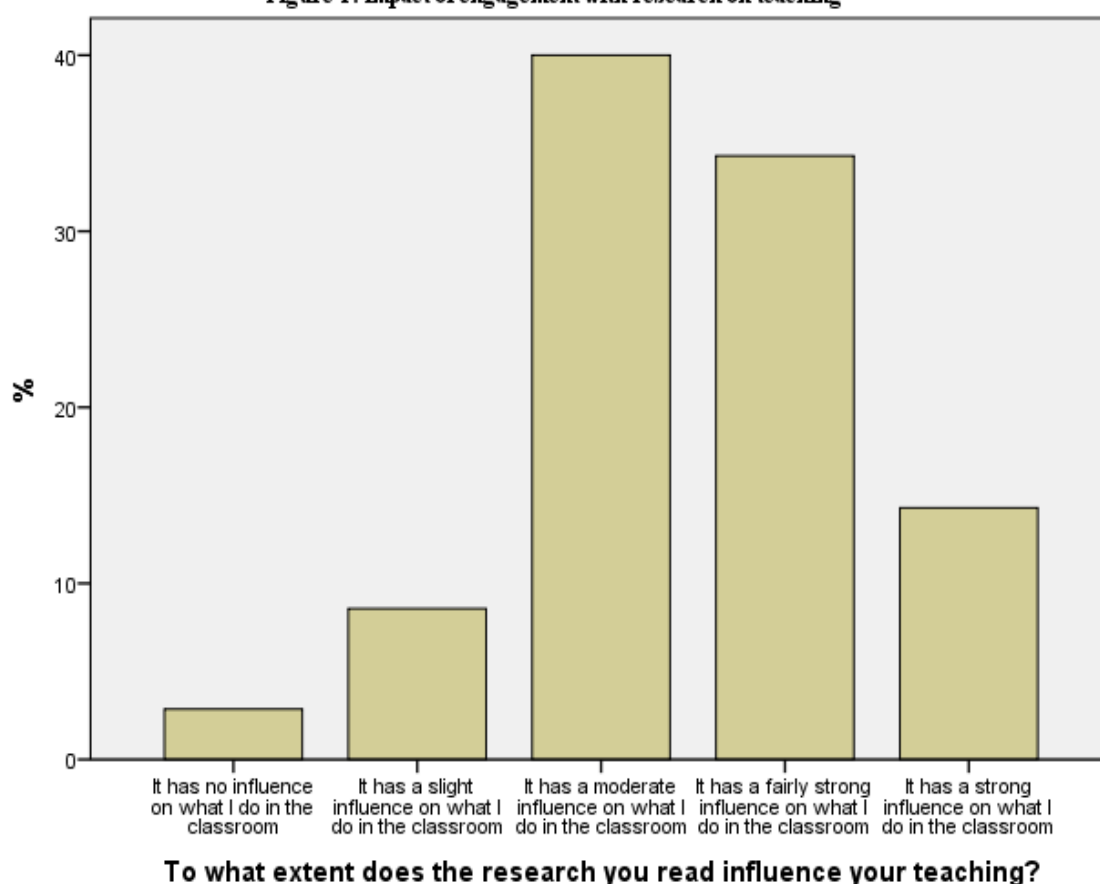
TABLE 3
 Frequency of Reading Research (N = 55)

	N	%
Never	2	3.6
Rarely	21	38.2
Sometimes	22	40
Often	10	18.2
Total	55	100.0

Correlating the teaching experience with reading frequency using Spearman Correlation, the results indicated that there was (N=55, $q = 0.311$, $r < .01$) a statistically insignificant yet moderate relationship between teaching experience and frequency of reading.

The participants who at least *sometimes* read research were asked about the direct or indirect differences or outcomes as a result of their engagement with research on their in-class performance and strategies. As can be seen in Figure 1, 40% stated their practice in class was moderately affected after reading research yet a close percentage of participants, 34.3%, thought there was a fairly strong positive change. Another significant point here is the 2.9% thought the process of engagement with research had no impact on their class practices whatsoever.

Figure 1: Impact of engagement with research on teaching



Through the e-mail interviews, it could be seen the impact of engagement with research on the classroom practices was, mostly, immediate or short term. One of the interviewees stated that the research s/he read has a slight influence due to the immediate impact expected:

E-mail Interview Question (Q): *You said that the research you read has a 'slight influence' on what you do in the classroom. Could you explain what do you mean by a 'slight influence' here?*

Interviewee's Answer (A): *The samples used in a research is generally idealized and usually formed for the sake of the research. In real classroom environment the approaches presented in a research is either non – applicable or is proven negative due to not availability of necessary conditions and variables.*

Another interviewee, on the contrary, stated that there was a strongly and an immediately positive impact of his/her engagement with research on in-class performance since the immediate impact was discernible:

Q: *You said that the research you read has a 'strong influence' on what you do in the classroom. Could you explain what do you mean by a 'strong influence' here?*

A: *The research I read contained a body of information, which is strongly related to my area of activity, namely, teacher-talk-time in classroom. Making use of real-life examples from a specific project, I was able to trace my talk time in classroom and realize my deficiencies by using the strategies proposed in the research. I came to the conclusion that I could make my talk time shorter. I was able to conduct a much more student-centered lesson.*

Another issue that could be realized through the interviewees' answers was that even though a *strong impact* of research read on classroom practices were claimed, the explanation of that *strong impact* was vague or nor could not be explained specifically or thoroughly:

Q: *You said that the research you read has a 'strong influence' on what you do in the classroom. Could you explain what do you mean by a 'strong influence' here?*

A1: *Research made on the specific topic makes a great influence on my teaching since I believe the importance and the value of it.*

A2: *As I mentioned above, a good research should be eligible to apply for many different context so any research I read about should somehow be able to contribute what I do in the classroom. Of course, not exactly but to some extent it should be contributing to our teaching in the classroom.*

The possible long-term impacts of engagement with research were not implied by any of the interviewees. The lack of awareness of the possible indirect impacts of reading research could be another reason for not reading research due to the high expectation of immediate impact on classroom practices.

Almost half of the population, 41.8%, who *never* or *rarely* read published materials, was asked to state the possible reasons behind their preference that apply to them. As a result of this inquiry (see Table 4), the most popular reasons were *not having time to spend on engagement with research* (46.2%), and *lack of practical benefit of reading research* with exactly the same percentage. Furthermore, it can be interpreted that none of the participants thought *limited access to sources of academic research* was a reason not to read published studies. *Lack of interest in published materials*, and differences of academic research in terms

of discourse (item 4) followed various other reasons (23.1%) with a close discrepancy with the same percentages.

TABLE 4
Reasons for Not Reading Research (N = 40)

Reason	N	%
I am not interested in research	5	19.2
I do not have time	12	46.2
I do not have access to books or journals	0	0
I find published research hard to understand	5	19.2
Published research does not give me practical advice for the classroom	12	46.2
Other reasons	6	23.1
Total	40	100,0

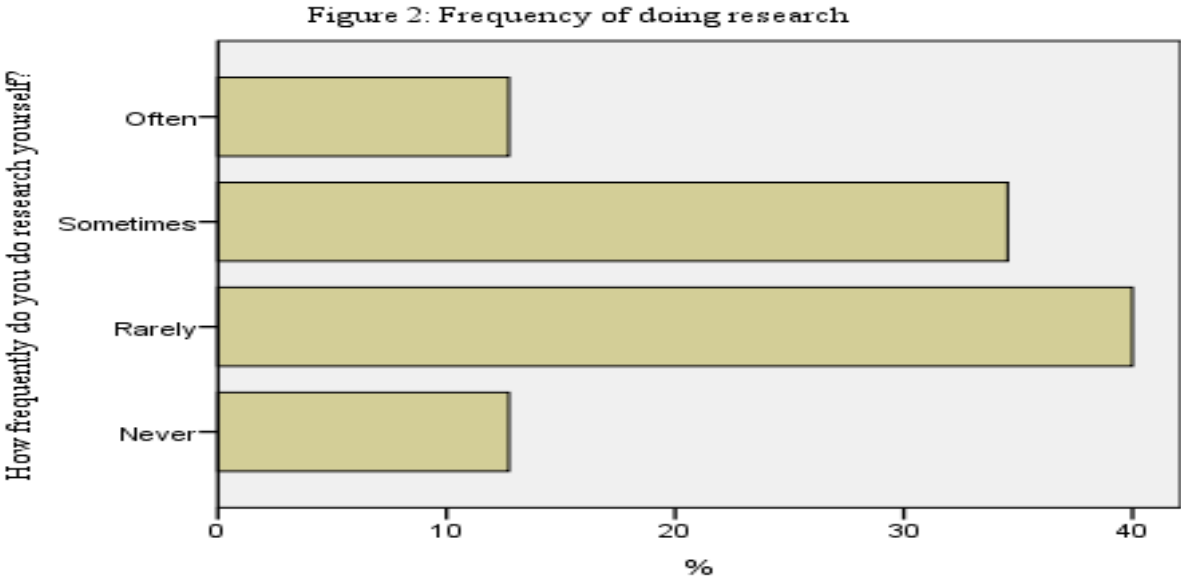
Having no time as one of the most frequent reasons not to engage with research could also be seen in Akyel's (1999) and Edward's (2005) studies. The study on attitudes of Turkish EFL teachers towards their professional development 25 of 31 participants stated they do not engage with research since they do not have enough time (Akyel, 1999). Similarly in Edward's (2005) study, while participants accepted the value of engagement with research, they also complained about not having time to allocate engaging with research. Especially the steps of a systematic research such as collecting and analyzing data, and writing about the conclusions of the findings are not compensated with any reductions. Another finding parallel with the current study's finding was put forward by Borg (2006, 2007, 2009) in three different studies. 77% of the participants reported that they did not have time to engage with research due to busy schedules (Borg, 2006). In addition, in his studies, Borg (2007, 2009) reported the participants who did not engage with or in research stated not having time and absence of positive influence on teaching performance as the most frequent reasons.

When the findings above are taken into consideration, it can be claimed that teachers do not tend to engage with research mostly because of two reasons: having no practical

impacts on their teaching performances and not having time. Therefore, teachers could be supported by providing some reductions from their schedules.

4.1.3. Engagement in Research

The second section of the instrument provided data to RQ 1 (see page 4) in terms of engagement in research. As summarized in Figure 2, the two main tendencies for how frequent the participants do research were sometimes with 35.2% and rarely with 40.7%. These two were followed by the opposite poles often (13%) and never (11.1%). However, the majority of the participants with a cumulative percentage point of 51.8 said they did not conduct research. Even if they did, it was rarely.



Correlating the frequency of doing research with the teaching experience of the participants, a very weak relation (N=55, $q = 0.090$, $p < .01$) was found. On the contrary, although the relationship between the level of engaging with and in research was found moderate (N=55, $q = 0.412$, $r < .01$), the significance of the correlation was quite weak.

Table 5 reports the motives and reasons to do research. The figure was created with the answers of 26 participants who reported they sometimes or often did research. With 21.5% to improve teaching practices was the most common motive to do research. In the

same vein, with a percentage point of 18.2, to better the professional development was the second most frequent reason for engaging in research. Comparatively, the percentage of the participants who reported that they did research for excessive purposes, 14, was higher than the rate of participants who were a part of academic program or development course, 10.7%. 14.9% of the participants stated that they did research to contribute to their institution by engaging in research.

TABLE 5

Reasons for Doing Research (N=26)

Reasons for doing research ^a	Responses	
	N	Percent
as part of a course I am studying on	13	10,7%
because I enjoy it	17	14,0%
because it is good for my professional development	22	18,2%
because it will help me get a promotion	1	0,8%
because my employer expects me to	2	1,7%
because other teachers can learn from the findings of my work	10	8,3%
to contribute to the improvement of the school generally	12	9,9%
to find better ways of teaching	26	21,5%
to solve problems in my teaching	18	14,9%
Total	121	100,0%

a. Dichotomy group tabulated at value 1.

In Table 6 reasons for not doing research were illustrated stated through a multiple response check question by 29 participants who never or rarely did research. The most frequent reason behind not doing research with 48.9% was not having time to do research, which is also one of the common obstacles for engagement in research given in the literature review chapter.

TABLE 6
Reasons for not Doing Research (N=29)

Reasons for not doing research ^a	Responses	
	N	%
I do not know enough about research methods	2	4.3
my job is to teach not to do research	7	14.9
I do not have time to do research	23	48.9
I am not interested in doing research	8	17
most of my colleagues do not do research	3	6.4
the learners would not co-operate if I did research in class	2	4.3
other teachers would not co-operate if I asked for their help	1	2.1
other	1	2.1
Total	47	100

a. Dichotomy group tabulated at value 1.

Lack of interest in doing research was the second popular answer among the group with 17%. In addition, the percentage of the teachers who thought their main duty is to teach not to research was 14.9. Discouragement by employer, absence of a research mentor, and having no access to required sources were not chosen as a reason for not doing research by the participants at all. 12.8% of the participants in total, however, thought they would have problems or obstacles in terms of cooperation.

4.1.4. Institutional Support & EFL Teachers' Perceptions

The third section of the questionnaire collected data about the participants' views on their institution's and colleagues' attitude towards research as a concept (see RQ 3 on p.4). The results of the inquiry are summarized in Table 7. The original categories which were formed by a 5 item scale including Strongly Disagree, Disagree, Don't Know, Agree, and Strongly Agree, which designed to get a more accurate insight view of the participants, were transformed into a 3 item scale for a more convenient analysis. As stated in 3.3. Instrumentation, the questionnaire used in the study is an adapted version of Borg & Liu (2013). The justification of the measurement of the assumptions in the table was provided "by

Cronbach’s alpha; an alpha level, in this case, of 0.8 suggests that the items in this question were in fact conceptually related” (Borg & Liu, 2013, p. 19).

The analysis of the percentage points in the table reported that the participants had positive perception of their institution’s research culture. To illustrate, almost all of the participants agree that teachers had far better access to research materials like journals or books (92.7%), and they were provided with opportunities to be up-to-date about the recent trends in the literature. Besides, 74.6% of the participants acknowledged that the administration support doing research, and they reported that they were given support to attend academic occasions like ELT conferences with percentage of 74.6. However, it can be also seen that an important part of the participants (28.3% Disagree and 23.6% Don’t know, 51.8% in sum) thought they were expected to allocate time apart from their workload. Despite the support by the management, 40% of the participants reported that engagement in research was a vital aspect to their profession while 34.6% disagreed. 29.1% of the participants disagreed that their colleagues talk about research while 16.4 % stated they were not sure. Also, the percentage of the participants who disagreed (16.3%) with and stated they were unsure (45.5%) about their colleagues’ engagement with research was consistent with that item.

TABLE 7
Institutional Research Culture (N = 55)

	Disagree	Don’t Know	Agree Strongly
Teachers do research themselves	14.5	10.9	74.6
The management encourages teachers to do research.	9.1	16.4	74.6
Teachers feel that doing research is an important part of their job.	34.6	25.5	40
Teachers have access to research books and journals.	0	7.3	92.7
Teachers have opportunities to learn about current research.	3.6	5.5	90.9
Teachers talk about research.	29.1	16.4	54.5
Teachers are given support to attend ELT conferences.	14.5	10.9	74.6
Time for doing research is built into teachers’ workloads.	28.2	23.6	38.1
Teachers read published research.	16.3	45.5	38.2

The participants were also asked to reflect their research culture, in other words how they perceive research, and what they see or do not see as a research, by evaluating the given scenarios whether they were research or not. Table 8 illustrates the participants' perception of two scenarios purposefully selected scenarios due to their nature. In scenario 1, a teacher applies a cyclical local inquiry to better the classroom practices, yet scenario 2 was given through a teacher doing a more structured action research. 47.3% of the participants agreed that scenario 1 was definitely not research while none of them reported the same situation for scenario 2. A similar adverseness was evident with 67.3% of the participants stated scenario 2 was definitely research. On the contrary, only 7.3% reported scenario 1 was definitely research.

Scenario 1: A teacher noticed that an activity she used in class did not work well. She thought about this after the class and made some notes in her diary. She tried something different in her next session. This time the activity was more successful.

Scenario 2: A teacher read about a new approach to teaching writing and decided to try it out in his class over a period of two weeks. He video recorded some of his lessons and collected samples of learners' written work. He analyzed this information then presented the results to his colleagues at a staff meeting.

TABLE 8 Evaluating the Scenarios (N=55)

Scenario 1	%	Scenario 2	%
Definitely not research	47.3	Definitely not research	0
Probably not research	23.6	Probably not research	12.7
Probably research	21.8	Probably research	20
Definitely research	7.3	Definitely research	67.3
TOTAL	100	TOTAL	100

The participants were asked to share their insights to scenario 1 and 2.

Q: Why did you feel this scenario definitely not research / probably not research?

A1: It did not follow the procedures of a scientific research; hypothesis, controlling variables, control groups.

A2: She has made some modifications on her activity based on the feedback she received from her class. Also, she did not make any changes based on a research or a premise. Therefore, we cannot classify it as project, which is based on a hypothesis.

A3: Because she tries a different activity upon think her previous teaching experience. She does not think about what was lacking in her first teaching experience and search for what is being told in the literature. And she does not have any validation to show that the later one was really successful.

A4: It is not a complete research since the procedure the teacher followed did not involve research procedures, such as designing, sampling, implementing and conducting a research.

A5: The teacher makes the adjustment for the next session without analysing the needs of the students and reading previous. Moreover, it is not clear whether variables like class size and age group, which may affect the result, are clarified and noted down by the teacher. Henceforth, this activity cannot be considered research.

However, one of the interviewees responded vice versa stating that it had some research features since there was an effort to better classroom practices.

Q: Why did you feel this scenario probably research?

A: Reflecting on a lesson and trying something different the next time means that you do needs analysis and somehow collect data. Using that data, you adapt your lesson plan accordingly.

For the second scenario, all interviewees were on the same page with the majority (67.3%) of the participants stating it was definitely research. It could be figured out that majority of the participants' perception of research was a systematic process with certain 'scientific steps to be taken. The cyclical nature of teacher research, the procedure from solutions to local inquiries to solutions for a broader environment was little known by the participants.

To sum up, almost two third (58.2%) of the participants reported they engage with research through published research while 41.8% stated never or rarely. Yet the details of this engagement are still not clear due to the limited access to the insight of the issue provided by the questionnaire. The majority of the participants who reported they engage with research,

however, stated that there was a moderate impact of their engagement with research on in-class practices. The rate of the participants who engaged with research could change depending on what kind of (direct – indirect) the impact that teachers expect to be seen on their pedagogical practice since there are also other possible factors affecting this impact.

Compared to engagement with research, the findings show that less than half of the participants (48.2%) do research. However, this finding could be related to participants' conception of research. The motives of this engagement were about mostly professional development and pedagogical improvement. Appealingly, almost none of the participants (0.8%) did research for promotion. On the other hand, 48.9% of the participants reported that one of the main reasons behind no engagement in research was lack of time.

CHAPTER 5

CONCLUSIONS

5.1. Conclusions

The current study aims to find the levels of engagement with and in research of EFL teachers at Ozyegin University, and their insights on how the institution perceives and supports their research engagement. The findings show that most of the participants have an insight of teacher research as a concept despite the ones who think researching is not an aspect of their job. The participants could be shown as solid evidences to the benefits of teacher research with their engagement with research since nearly 60% of them read research. On the contrary, this participation is not the same with engagement in research. The level of engagement with or in research could be affected by several factors like conceptualization of teacher research, relations with other parties (i.e. other teachers or learners) and administration or institution. Accepting and implementing teacher research as an instrumental concept expecting immediate solid effects on pedagogical strategies or performances rather

than a holistic approach with long term outcomes could be a reason in comparatively low engagement in research. Integration of teacher research activities into teachers' existing pedagogical duties instead of expectation of research engagement as an extra task could also increase the positive attitude towards teacher research. It can be also stated that the rates of engagement with or in research are not coherent with promotional purposes, which may potentially decrease the rates, and cause collaboration between teachers diminish due to competition.

Regarding the first research question which aims to find EFL teachers' engagement in or with research and extend of the engagement, results showed that %58 of the participants engages with research on a periodic level. On the other hand, 48% of the participants engages in research. As for the second research question of the current study, the most explicit reason for not doing or reading research is time constraint, specifically 46% of the participants stated that they do not have time to read published studies whereas almost half of the participants stated the same reason for not doing research. The results are consistent with the studies which were done before (Borg, 2006, 2007, 2009). However, reasons for not engaging in or with research present in other previous studies (Borg, 2010; Burns, 1999; Worrall, 2004) like lack of collaboration with institution or colleagues was not met in the current study. Finally, the participants' perception of their institution's attitude towards engagement in/with research is quite positive as 93% of the participants agreed on that they are provided with necessary equipment and opportunities. Besides, 75% of the participants was satisfied with the support for participating academic occasions. However, almost half of the participants also agreed on that the institution should provide time for engaging in/with research apart from their regular schedule.

To summarize, the following outcomes could be reported as results of this study:

1. The benefits of teacher research and its nature – being a process rather than an immediate solution generator – should be conveyed to teachers to promote a positive research culture since the study revealed that participants lack interest in doing research, and engagement with and in research is not a part of their profession.

2. There should be certain criteria determined by the institution regarding the extent of teacher research yet expected level of engagement with or in research should be also practical and attainable.

3. The institutional support for teacher research should be gradual in terms of setting the criteria, expectations and making the outcomes or the process public. The teachers, especially the ones who are eager to participate in the process of research, should be given chances to self-development.

5.2. Implications

First, this study could be a starting point for an institutional inquiry since the rates of teachers engaging with and in research, and reasons for it were reported as the results of the study. An organizational decision making process could be started to develop both teachers in terms of their profession and the institutional operations. Hereby, an autonomous behavior could be developed among the teachers. The teachers could be encouraged to do classroom based research to develop their in-class practices as well as research whose purposes are academic achievement or promotion. The scope of teacher research could also be defined clearly to have a better conceptualization of teacher research.

Collaborative work between teachers could be supported to create an organizational research conceptualization and increase the chances for the ones who are not familiar with teacher research. Teachers should be given chances to share their research process and outcomes to promote excessive research engagement, and isolating the concept from being a

promotional or academic quest. This may also promote existing understandings of teacher research, and create an evident sample to other teachers.

Secondly, the results of the study could be shared with the relevant parties to inform them about the current conceptualization of teacher research to take actions if need be. An institutional and mutual self-assessment within the relevant parties could be aimed to better the pedagogical framework.

5.3. Limitations

The number of the participants may be considered as too small to draw conclusions about teachers' research engagement in general. That is to say the generalizability of the study is limited because of the small number of subjects that participated in the study. However, accepting the study as a case study which aims to reflect on certain group of teachers' research conceptualization at an institutional level could ease effects of this drawback.

Since the instrument had an electronic format, the possible flaws in format and design of the survey were another probable limitation of the study. In addition, due to the nature of questionnaires, the instrument had a risk of not getting the participants' insights on the topic.

Finally, although a semi-structured interview had been planned, it had to be cancelled due to loaded schedule of the participants, and a clash of possible interview dates and the participants' annual leaves. Instead, an e-mail interview was conducted with 6 of the participants. The lack of an oral interview diminished the possibility of getting further insights of the participants.

5.4. Recommendations for Further Research

As stated in 5.1 Conclusions, institution's expectation is a significant determinant for the research culture within the institution. Hence, the administration of the institution could be included into research with its members so that it could also be seen whether there is a

discrepancy between teachers and the institution. In addition, a longitudinal version of this study, with institutional insight and post questionnaire interviews with ample amount of participants can be done before and after a teacher research orientation process which is preplanned and arranged to see the differences in teachers' attitudes towards teacher research.



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APPENDICES

APPENDIX 1

TEACHERS' QUESTIONNAIRE

SECTION 1: ABOUT YOURSELF

1- Years of experience as an English language teacher (TICK ONE)

0-4 <input type="checkbox"/>	5-9 <input type="checkbox"/>	10-14 <input type="checkbox"/>	15-19 <input type="checkbox"/>	20-24 <input type="checkbox"/>	25+ <input type="checkbox"/>
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2- Highest relevant qualification to ELT (TICK ONE)

Certificate <input type="checkbox"/>	Diploma <input type="checkbox"/>	Bachelor's <input type="checkbox"/>	Master's <input type="checkbox"/>	Doctorate <input type="checkbox"/>	Other <input type="checkbox"/>
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3- Type of institution you teach English in most often (TICK ONE)

Private <input type="checkbox"/>	State <input type="checkbox"/>	Other <input type="checkbox"/>
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4- The age of the learners you teach most often (TICK ONE)

12 or younger <input type="checkbox"/>	13-19 <input type="checkbox"/>	20-25 <input type="checkbox"/>	26+ <input type="checkbox"/>
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5- How would you describe your work as an English language teacher?

I teach English full-time for one institution.

I teach English part-time for an institution.

I teach English part-time for different institutions.

SECTION 2: SCENARIOS

This section presents 10 brief descriptions. Read each and choose ONE answer to say to what extent you feel the activity described is research.

1. A teacher noticed that an activity she used in class did not work well. She thought about this after the class and made some notes in her diary. She tried something different in her next session. This time the activity was more successful.

Definitely not research <input type="checkbox"/>	Probably not research <input type="checkbox"/>	Probably research <input type="checkbox"/>	Definitely research <input type="checkbox"/>
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2. A teacher read about a new approach to teaching writing and decided to try it out in his class over a period of two weeks. He video recorded some of his lessons and collected samples of learners' written work. He analyzed this information then presented the results to his colleagues at a staff meeting.

Definitely not research <input type="checkbox"/>	Probably not research <input type="checkbox"/>	Probably research <input type="checkbox"/>	Definitely research <input type="checkbox"/>
--	--	--	--

3. A teacher was doing an MA course. She read several books and articles about teaching grammar and then wrote an essay of 6,000 words in which she discussed the main points in those readings.

Definitely not research <input type="checkbox"/>	Probably not research <input type="checkbox"/>	Probably research <input type="checkbox"/>	Definitely research <input type="checkbox"/>
--	--	--	--

4. A university lecturer gave a questionnaire about the use of computers in language teaching to 500 teachers. Statistics were used to analyze the data obtained from the questionnaires. The lecturer published an article about the work in an academic journal.

Definitely not research <input type="checkbox"/>	Probably not research <input type="checkbox"/>	Probably research <input type="checkbox"/>	Definitely research <input type="checkbox"/>
--	--	--	--

5. Two teachers were both interested in class discipline. They observed each other's classes once a week for three months and made notes of the strategies they used in controlling their classes. They discussed their notes and wrote a short article about what they learned and sent it to the newsletter of the national language teachers' association.

Definitely not research <input type="checkbox"/>	Probably not research <input type="checkbox"/>	Probably research <input type="checkbox"/>	Definitely research <input type="checkbox"/>
--	--	--	--

6. To find out which of the two methods for teaching vocabulary was more effective, a teacher first gave a vocabulary test to two classes. Then she taught vocabulary to each class using a different method for four weeks. Then she gave the same test to both groups again and compared the results to those of the first test. She decided to use the method which worked best in her own teaching.

Definitely not research <input type="checkbox"/>	Probably not research <input type="checkbox"/>	Probably research <input type="checkbox"/>	Definitely research <input type="checkbox"/>
--	--	--	--

7. A headmaster met teachers individually and asked them about their working conditions. The head made notes about the teachers' answers. He used his notes to write a report which he submitted to the Ministry of Education.

Definitely not research <input type="checkbox"/>	Probably not research <input type="checkbox"/>	Probably research <input type="checkbox"/>	Definitely research <input type="checkbox"/>
--	--	--	--

8. Mid-way through a course, a teacher gave a class of 30 students a feedback form. The next day, five students handed their completed forms. The teacher read the feedbacks and used the information to decide what to do in the second part of the course.

Definitely not research <input type="checkbox"/>	Probably not research <input type="checkbox"/>	Probably research <input type="checkbox"/>	Definitely research <input type="checkbox"/>
--	--	--	--

9. A teacher trainer asked his trainees to write an essay about ways of motivating teenage learners of English. After reading the assignments, the trainer decided to write an article on the trainees' ideas about motivation. He submitted his article to a professional journal.

Definitely not research <input type="checkbox"/>	Probably not research <input type="checkbox"/>	Probably research <input type="checkbox"/>	Definitely research <input type="checkbox"/>
--	--	--	--

10. The Head of the English department wanted to know what teachers thought of the new coursebook. She gave all teachers a questionnaire to complete, studied their responses, and presented the results at a staff meeting.

Definitely not research <input type="checkbox"/>	Probably not research <input type="checkbox"/>	Probably research <input type="checkbox"/>	Definitely research <input type="checkbox"/>
--	--	--	--

SECTION 3: CHARACTERISTICS OF GOOD QUALITY RESEARCH

1. Here is a list of characteristics that research may have. Check ONE number for each to give your opinion about how important it is in making a piece of research "good".

	Unimportant	Moderately important	Unsure	Important	Very important
a a large number of people are studied	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b a large volume of information is collected	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c experiments are used	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d hypotheses are tested	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e information is analyzed statistically	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f questionnaires are used	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g the researcher is objective	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h the results apply to many ELT contexts	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
i the results are made public	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
j the results give teachers ideas they can use	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
k variables are controlled	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

2. If there are any other characteristics that you think a study should to be called "good" research, please list them in the box below

<p>1.</p> <p>2.</p>

SECTION 4: RESEARCH CULTURE

1. Check ONE number for each statement below to give your opinion about the general attitude to research in your institution.

	Disagree strongly	Disagree	Don't know	Agree	Agree strongly
Teachers do research themselves.	1	2	3	4	5
The management encourages teachers to do research.	1	2	3	4	5
Teachers feel that doing research is an important part of their job.	1	2	3	4	5
Teachers have access to research books and journals.	1	2	3	4	5
Teachers have opportunities to learn about current research.	1	2	3	4	5
Teachers talk about research.	1	2	3	4	5
Teachers are given support to attend ELT conferences.	1	2	3	4	5
Time for doing research is built into teachers' workloads.	1	2	3	4	5
Teachers read published research.	1	2	3	4	5

SECTION 5: READING RESEARCH

1. How frequently do you read published materials on language teaching research? (TICK ONE)

Often <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Rarely <input type="checkbox"/>	Never <input type="checkbox"/>
--------------------------------	------------------------------------	---------------------------------	--------------------------------

If you choose 'Rarely' or 'Never' go straight to Question 4 in this section.

2. You mentioned above that you read published language teaching research *often* or *sometimes*. Which of the following do you read? (Tick all that apply)

- Books
- Academic journals (e.g. TESOL Quarterly)
- Professional journals (e.g. ELT Journal)
- Professional magazines (e.g. ELT Professional)
- Newsletters (e.g. IATEFL SIG Newsletters)
- Web-based sources of research
- Other (please specify)

3. To what extent does the research you read influence your teaching? Choose ONE.

- It has no influence on what I do in the classroom.
- It has a slight influence on what I do in the classroom.
- It has a moderate influence on what I do in the classroom.
- It has a fairly strong influence on what I do in the classroom.
- It has a strong influence on what I do in the classroom.

Now go to Section 6

4. In question 1 of this section you mentioned or stated that you read published research *rarely* or *never*. Here are some possible reasons for this. Tick those that are true for you.

- I am not interested in research.
- I do not have time.
- I do not have access to books and journals.
- I find published research hard to understand.
- Published research does not give me practical advice for the classroom.
- Other reasons (please specify)

SECTION 6: DOING RESEARCH

1. How frequently do you do research yourself? (TICK ONE)

Often <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Rarely <input type="checkbox"/>	Never <input type="checkbox"/>
--------------------------------	------------------------------------	---------------------------------	--------------------------------

If you chose 'Rarely' or 'Never' go straight to Question 3 in this section.

2. You stated you do research *often* or *sometimes*. Below are a number of possible reasons for doing research. Tick those which are true for you.

I do research...

- as part of a course I am studying on.
- because I enjoy it.
- because it is good for my professional development.
- because it will help me get a promotion.
- because my employer expects me to.
- because other teachers can learn from the findings of my work.
- to contribute to the improvement of the school generally.
- to find better ways of teaching.
- to solve problems in my teaching.
- other reasons (please specify)

Now go to Section 7

3. You mentioned above that you do research *rarely* or *never*. Below are a number of possible reasons for not doing research. Tick those which are true for you.

I do not do research because...

- I do not know enough about research methods.
- my job is to teach not to do research.
- I do not have time to do research.
- my employer discourages it.
- I am not interested in doing research.
- I need someone to advise me but no one is available.
- most of my colleagues do not do research.
- I do not have access to the books and journals I need.
- the learners would not co-operate if I did research in class.
- other teachers would not co-operate if I asked for their help.
- other reasons (please specify)

SECTION 7: FURTHER PARTICIPATION

I would like to learn more about teachers' views of research and about the role it plays in their work. Would you be interested in taking part in an e-mail interview?

Yes No

If Yes, please write your name and e-mail address.

Name:

e-mail:

APPENDIX 2

E-MAIL INTERVIEW QUESTIONS

Written follow-up questions

Name:

Years of Teaching Experience:

Major:

Scenarios

In Section 1 of the survey you were asked to say to what extent you felt each activity described was research (on a scale of definitely not research, probably not research, probably research, and definitely research). Here I ask you to explain some of your answers.

Q1.

A teacher noticed that an activity she used in class did not work well. She thought about this after the class and made some notes in her diary. She tried something different in her next session. This time the activity was more successful.

Why did you feel this scenario _____ (definitely not research / probably not research / probably research / definitely research)?

Answer:

Q2.

A teacher read about a new approach to teaching writing and decided to try it out in his class over a period of two weeks. He video recorded some of his lessons and collected samples of learners' written work. He analyzed this information then presented the results to his colleagues at a staff meeting.

Why did you feel this scenario _____ (definitely not research / probably not research / probably research / definitely research)? Please write your answer below with 4-5 sentences.

Answer:

Characteristics of good research

In Section 2 of the survey you were asked to give your opinion about how important a list of characteristics were in making a piece of research 'good'. Here I ask you to explain some of your answers.

Q3.

You said that 'the researcher is objective' was _____ (very important / important / unsure / moderately important / unimportant).

a) Please explain what 'objective' means for you in relation to research.

Answer:

b) Why do you feel an objective researcher is a very important characteristic of good research?

Answer:

Q4.

You said that 'the results apply to many ELT contexts' was _____ (very important / important / unsure / moderately important / unimportant).

Please explain why you feel this is _____ (very important / important / unsure / moderately important / unimportant) for good research.

Answer:

Reading research

In Section 4 of the survey you were asked how often you read research.

Q5.

You said that the research you read has _____ (no influence / a slight influence / a moderate influence / a fairly strong influence / a strong influence) on what you do in the classroom.

Could you explain what do you mean by _____ (no influence / a slight influence / a moderate influence / a fairly strong influence / a strong influence) here?

Answer: