

University of Essex

DEPARTMENT OF LANGUAGE AND LINGUISTICS

**ACTION RESEARCH: A FEASIBILITY STUDY AT
SECONDARY
AND HIGH SCHOOLS IN TURKEY**

Supervisor: Mr. S. H. McDonough

by: Ercan Tomakin

**Dissertation submitted in partial fulfillment of the
requirement for the degree of
MA in Applied Linguistics**

SEPTEMBER 1996

A B S T R A C T

This dissertation is an attempt to analyse the current feasibility of applying an action research study at secondary and high schools in Turkey. After the introduction in the first chapter, the second chapter explains the foreign language teaching background of Turkey, the role of English in Turkish society and educational system, the role of tutorial language centres and foreign language education at the schools.

Chapter three tries to elucidate the historical development of action research together with its various definitions, types, techniques, characteristics and basic assumptions.

Chapter four attempts to justify why we need action research in education. In this context, technical rationality, classroom research, curriculum development, in-service and teacher training are explained to make that justification. The section ends with a summary of contents.

Chapter five tries to support the involvement of teachers in the research process. So the views of researchers, technocrats and teachers are discussed to reach a consensus. Summary of this section stresses the importance of “teachers as researchers”.

Chapter six presents a summary of information on the study, formation of interview questions and selection of teachers and schools.

Chapter seven analyses interview questions individually. It also explains the methods for analysing the data. Besides this, some statistical information and tables on data analysis are given as well as descriptive explanations. When four mean scores of different types of schools are compared, it is clear that applying an action research study at language based high schools seems to be appropriate in Turkey. And mean (general findings) of this survey has been 62.98%. Chapter eight offers remedial suggestions and chapter nine provides an overall evaluation of this survey.

TABLE OF CONTENTS

Abstract

Table of Contents

Acknowledgements

<u>Chapter One</u>	Introduction	1
<u>Chapter Two</u>	An Overall View of Language Teachers in Turkey	4
2.1	The Background of Foreign Language Teaching in Turkey	4
2.2	The Role of English within Turkish Society and the Education System	5
2.3	The Role of Tutorial Language Centres	6
2.4	Current Foreign Language Teaching at Secondary and High Schools	7
<u>Chapter Three</u>	The Background to Action Research	9
3.1	Historical Development	9
3.2	Definitions	11
3.3	Basic Assumptions and Characteristics	14
3.4	Types of Action Research	16
3.5	Techniques	18
<u>Chapter Four</u>	Why Action Research?	20
4.1	Rationale for Action Research	20
4.2	Curriculum Development	22
4.3	Classroom Research	24
4.4	In-service and Teacher Training	27
4.5	Summary	29

<u>Chapter Five</u>	Why Teachers Should Involve in Research	31
5.1	Researchers versus Teachers	31
5.2	Theoreticians versus Teachers	33
5.3	Teachers	35
5.4	Summary	37
<u>Chapter Six</u>	A Brief Introduction to the Study and Analyses	39
6.1	Selection of Interview Questions	39
6.2	Choosing Schools and Teachers	40
<u>Chapter Seven</u>	The Individual Analysis of Interview Questions	42
7.1	Awareness of Action Research	42
7.2	Satisfaction with Curricula	43
7.3	Curriculum Change and its Outcomes	44
7.4	Review or Critiques of Applications	45
7.5	Discoverey Through Teaching	46
7.7	Dealing with Problems	47
7.8	Error Feedback	48
7.9	Co-operation Among Teachers	49
7.10	Following Recent Developments	49
7.11	Relations between Academicians and Foreign Language Teachers	50
7.12	Participation to In-service Training	50
7.13	Attitudes towards “Teachers as Researchers Movement”	51
7.14	Summary Information on Data Analysis	52
7.15	General Findings of This Survey	54

<u>Chapter Eight</u>	Remedial Suggestions for the Current Conditions	56
8.1	Re-evaluation of Teacher and In-service Trainings	56
8.2	Reformation of Curricula and Syllabuses	57
<u>Chapter Nine</u>	Conclusion	59

Appendices:

Appendix-A

Appendix-B

Appendix-C

Appendix-D

References:

A C K N O W L E D G E M E N T S

I wish to record my gratitude to my supervisor S. McDonough for his invaluable guidance and assistance throughout the preparation of this work.

I would also like to thank all my teachers teaching at the Pre-sessional Course and Department of Language and Linguistics.

Special thanks are due to Derya and Erkan for their priceless encouragement and endless help during my MA study.

Finally, my deepest appreciation goes to my parents, sister and brothers for their 'prayers' throughout my life.

Chapter One: Introduction

In the 1940s, the term ‘action research’ has been suggested and the literature of ‘action research’ has grown rapidly. Since then, there have been many studies on action research and it has been used by various disciplines and institutions. In recent years, the studies have been focussed on ‘education’ and the term ‘educational action research’ has been used as an umbrella term to see what goes on in classrooms when teachers decide to change ongoing situation and opt to become researchers of their own classroom applications. Moreover, another tendency has focussed on ‘teacher as researcher movement’ which was initiated by Stenhouse in the 1960s. This movement generally considers teachers in classrooms as the best judge of their total educational experience, aims to bridge the gap between the ‘theory’ and ‘practice’ of education and develop their own personal theories of education.

In literature, it is possible to describe action research with different views. For example, Mrs Lewin regards her husband Kurt Lewin’s efforts as ‘erecting a form bridge between ‘the concrete’ and ‘the abstract’, between ‘social action’ and ‘social theory’ Allport (1948 viii)’. Corey (1953) defines it as the practitioners’ attempts to develop themselves scientifically in every respect. According to Stenhouse (1979) action research should both contribute to practice and theory of education. In this view, its scope is impressive and usage may range from a teacher trying out a novel way of teaching to a sophisticated study of organisational change in other fields. In Kemmis&Taggart’s (1988) view, action research is a collaborative process and carried out by practitioners to change ongoing situation.

No matter whether action research aims to change current condition or carried out by practitioners(teachers), it is difficult to talk about appropriate conditions of action research in Turkey because there has not been any study on this topic yet. Therefore, the aim of this study is to illumimate current foreign language teaching conditions in secondary and high schools for an action research study and seeks to gain insights into the different problems, attitudes and feelings of interviewees in respect to the phenomenon of ‘teacher as researcher’ in general. As has been mentioned earlier, since there has been no study in this issue, specifically it goals to shed light on the applicability and feasibility of applying an actual action research. In this study, my aim is not to introduce teachers to new orientations in language teaching per se nor is it to inject innovative approaches into the minds of those teachers.

It is presumed that issues in this study would help us to understand the prevailing foreign language teaching ‘policy’ together with its ‘outcomes’ in Turkey and such understanding would enable everyone to implement an action research easily. Depending on the interview analysis, it is also assumed that the likelihood of applying an actual action research is higher at schools which use ‘language-based-curriculum’ than those which do not. The data collection for this study has been limited to ‘interview’ method and sixteen foreign language teachers have been interviewed individually in order to collect data. Interviews have been recorded and interview questions have been expanded with the question words like How?, When? and Why? when it was necessary to gather more data. The interviewed teachers are currently teaching ‘English’ as foreign language at secondary and high schools in Turkey. The method of transcription has been used in the analysis of data and its transcripts have been included in Appendix B. Since this study aims to find the

appropriate setting for action research, this will be made clearer in the analysis of data in chapter six, seven, and suggestions for it will be given in chapter nine.

Last but not the least, no piece of work can claim perfection. So this study may have had various weaknesses because it was my own attempt to illuminate the current conditions in a context where the notion of action research is unfamiliar and no previous study has been published in Turkey.

Chapter Two: An Overall View on Language Teaching in Turkey

This chapter presents an overview of foreign language teaching in Turkey, the language background, the role of foreign language in society, education and the current position of language teaching in secondary and high schools. It does not represent the findings of a study, but only gives an account of my experience as a teacher and student. The reader who is familiar with the foreign language teaching process in Turkey, may notice or may have experienced these phenomena.

2.1 The Background of Foreign Language Teaching in Turkey

History of teaching foreign languages in Turkey goes back to the 1800's and the evaluation can be made clearer by looking at historical developments in general. It is generally broken down into two periods which are 'before' and 'after' the declaration of Republic in 1923. In the prerepublic period, there were mainly three types of school; namely 'sibyan' (children) schools which aimed to teach the basic religious culture to children. At this time, there were no guidelines for foreign language teaching. Arabic as a foreign language was taught at 'Medressehs'. Besides, French and Arabic were taught together with Turkish as foreign languages at 'Enderuns' (University) which aimed to provide educated and well-mannered people for Palaces.

After 1839, there was a programme of modernisation, during which time foreign language teaching gained more significance at military and medical schools. The French language became compulsory for the first time when Galatasaray High School was established in Istanbul in 1868. The effect of French culture and language continued to spread till the

1915's. Between 1915-1945, German was the most widespread language throughout Turkey. Afterwards, teaching 'English' has been widely preferred because of economical and scientific developments throughout the world and it is still pervasive. Indeed, Turkish learners of English realise that 'English' plays an important function in getting up-to-date information, and references for their needs. Hence, it is hoped that the importance given to foreign language teaching will continually rise in the future Demirel (1980).

2.2 The Role of English within Turkish Society and Education System

In Turkey, mastery of the English language is seen as a notable achievement in both social and career terms. As so, few Turkish people become truly proficient in communicating with English language. In this context, Turkish language learners realise that it is easy for people who have good language skills to be successful in securing high status employment. It is also considered to be a significant quality in expanding individual world view or to follow the recent developments in the world. For example, when people began to use developed computers after the 1980's, the practical function of English language has been highlighted as an essential tool for international trading, exchange of information, ideas and technology. Although it has not been regarded as a means of everyday communication, it is still important in language teaching and nobody can deny its importance and necessity in achieving a good career, in getting information or status. For that reason, its importance has also been realised and supported by the Ministry of National Education. Thus, The English language has been a compulsory subject for secondary schools where pupils begin to learn English at 11 or 12 and continue until high school. If students go to University, they continue to study English in the first year. Given this fact, most of the language courses have been focussed on memorising grammatical rules by heart. Naturally, Turkish students spend a lot of time and energy upon learning by rote in order to cope with any

tests at school or for entrance examinations to foreign language departments of universities. Thus, students' actual language practice in language use is either poor or very few of them are able to communicate in English. As a point of interest, I have noticed how this has effects on the students i.e. lack of confidence, unwillingness, the general difficulty with accent and the cultural impact of the language. So, these problems indicate a strong need to reevaluate the educational philosophy in order to meet the needs of learners.

2.3 The Role of the Tutorial Language Centres

The tutorial language centres have been undertaking an important role for Turkish students in that they provide another chance to strengthen their English language ability, whether they have passed or failed English at schools. These centres are available in each city, and the number of these centres is rising in big cities. The function of the tutorial centres can be characterised as follows:First, after students have finished the formal lessons at schools, some students go to these centres to polish their examination techniques and improve their language. These students learn English either to pass the University entrance examination, or to get a good job in the private sector. So, parental pressure is put on students to obtain as much information as possible about examination techniques. There is also great deal of both parent and student pressure upon the teachers in these centres to perform well because language centre fees are very expensive, but parents are generally willing to pay for their children. Second, apart from children, even adults attend these centres to study English. They do not learn it to pass examination but to use 'computers' in public or state companies or for various other purposes.

A private language centre tutor is very experienced and capable of teaching language well. These courses are intensive and its duration depends on payment. In general, these centres

offer a chance for ‘students’ who are not satisfied with the courses at schools, and for ‘adults’ who usually attend evening courses because of their jobs.

2.4 Current Foreign Language Teaching in Secondary and High Schools

When the historical development is analysed, we can see that foreign language teaching has various applications depending on type of schools, and has often been affected by political changes, currently ‘English’ is compulsory in all educational institutions in Turkey. Due to legal obligations, language teaching starts in secondary schools (junior high), and finishes at third grade in high schools. Secondary and high schools can be split into three groups because of their language curriculum.

1) State Schools of Ordinary Education: Language teaching in these schools is a compulsory course like Science, and History. As my interviewees told me; foreign language is currently taught for ‘three’ hours at secondary schools and for ‘four’ hours in high schools during a week.

2) State Schools of Super Education: These schools offer courses like; ‘reading writing video sessions, grammar and conversation’ during the preparatory year. Each week consists of 24 hours of intensive foreign language teaching.. Following this, foreign language is taught during foreign language modules. The only difference to normal high schools is that students take ‘8 to 10’ hour language course each week. Most of these schools teach ‘English’ as foreign language, and sometimes German or French is taught optionally as second foreign language.

3) Language-based Schools: These schools also have a preparatory class as mentioned above and give the utmost care to teaching foreign languages. Most of the courses like

Philosophy, Science, Mathematics etc. are taught in a foreign language and only Turkish, Literature and Revolutionary History are taught in Turkish. Most of these schools are known as ‘Anatolia High Schools’ and belong to the state. Apart from the government, also foreigners and private institutions run these kinds of schools.

When we consider the importance placed on learning ‘English’ by the families, the students, the educational institutions, the work place, and indeed even socially, it can be seen how great the demand is to learn the English language in Turkey. Therefore, it is critical to assess the effectiveness of current foreign language teaching in particular how it meets the needs of the students. Since, I am aiming to investigate the feasibility of applying action research in Turkey, I will explain the historical development in chapter three, then in chapter four, I will explain why it is necessary.

Chapter Three: The Background of Action Research

3.1 Historical Background

Even though most texts claim that the term 'action research' was firstly introduced by the social psychologist Kurt Lewin about 1944, there are other assumptions which assert that the expression 'action research' and 'operations' it implies come from at least two different sources. One possible source is Gestalt psychology because Lewin, as a student of Werheimer, articulated the necessity of combination of 'theory and reality' in a published article in Germany in 1926 (Allport 1948xv Hill (1980)). The other possible source is the 'activities and writings' of 'Collier', as a Commissioner of Indian affairs, emphasised the importance of social planning, and demanded much research during the period 1933-45 (Ebbutt 1985).

However, we know that all of the action research studies and researchers have developed and applied Lewin's idea of action research which consists of a repeated cycles of 'planning, acting, observing and reflecting'. Lewin analysed the social benefits which will take place in society in bringing about innovation and sustain social change. He also held the idea that social change alone cannot lead to improvement. So, experiments should be undertaken by those who are directly concerned. As the basis of his idea, he stressed the importance of 'freedom' for 'research and theory' without which social science eventually fails. It is worth mentioning that Lewin never had the idea of language teachers in his mind at that time, nor was he striving to change professional education. He was concerned rather with factory workers in bettering their lives thorough action research. Lewin's idea caused critical thinking in people's practice and, has been used by various institutions such as

insurance, prisons, hospitals, industry, coal-mining and so on. It was Corey who transposed this idea into education in 1953. Like Lewin, Corey assumed that improvements in practice are brought through reflective action. He also stressed the necessity of scientific study to improve one's own position in every field.

In the U.K., the phenomenon of action research has been widely studied, and many action research studies have been undertaken by researchers who have interpreted its meaning and, contributed to the development of research techniques. For example, Stenhouse undertook substantial research and, launched the idea of 'teachers as researchers' movement. This idea was later practiced in the Humanities Curriculum Project which aimed to discuss controversial issues in the classroom with adolescents. His message for teachers was that teachers should consider themselves as researchers (McNiff 1995). This idea has been developed in the Ford Teaching Project which aimed undertaking an action research into the problems of implementing investigative methods in classrooms. In general, Stenhouse stressed the importance of deriving pedagogical processes from educational goals which enable teachers to develop strategies in coping with controversial issues.

Besides, some leading figures in the field of action research have also interpreted its meaning and applied many action research studies. These researchers are Kemmis, Taggart, Adelman, Elliott, Carr, Whitehead, Stronach, Nixon and so on. For example, Carr and Kemmis himself redefined the term 'action research' as suggested by Lewin and encouraged the use the term 'educational action research' which emerged as a result of dissatisfaction with the traditional curriculum contents and processes (Elliott 1991). Elliott also says that examination-based curriculums at grammar schools and academic curriculums at modern schools have been changed to humanities topics and pupils were

required to make the connection between the subject matter and daily life. These are some of the different applications of action research.

In addition, another different interpretation of action research has been given by Stronach, (in McNiff 1995) which is similar to Chomsky's generative grammar theory, and suggests that action research offers limitless potential to deal with a variety of problems at the same time. In a sense, this type of research is called 'generative action research' which aims to enable teachers to address different problematic issues at the same time. Generally, as action research has been used by various institutions and different researchers, it therefore shows great diversity in its background and development.

3.2 Definitions

Despite the fact that the number of action research advocates are growing, and that each one is trying to give a definition and explanation as to what action research is, its main characteristics remain as established by Lewin, Corey, Stenhouse or Kemmis. The present advocates are seeking to adopt, but with some adaptations and a few variations in the principles devised by the action research pioneers. Since it has been defined in great deal, it is necessary, at this point, to give its first and most recent definitions in order to reach a general idea about it. For example, According to Lewin (1948) the research for social practice, management or engineering is a type of action research which aims to find solutions to postwar social problems, and consists of 'planning, fact-finding and execution'. The process starts with 'planning and carefully examined idea'. If the first part is successful, two items emerge: an 'overall plan' to reach objectives and a 'decision' with regard to the first step of action. The next step is devoted to executing the first step of the overall plan. This second step is fact-finding or reconnaissance which has four functions.

The next step is composed of planning, executing and reconnaissance or fact-finding to evaluate the results of the second step in preparing the rational basis for planning the third step. According to Hill (1980) Lewin's aim was to find a theoretical system for predicting the motivated behaviour of a single individual. The Lewin's answer lied in the concept of 'life space which consists of 'the person himself, the goal he seeks, the barriers he avoids and the paths he must follow in getting his objectives'. Lewin further divided life space into two parts because of barriers and demands. As a result, Lewin's theoretical system was useful for stating the results of certain kinds of learning. However, he did not concentrate on the problems of learning or predicting how learning will occur under particular conditions.

After Corey had defined 'action research' in terms of education, it has gained a new movement and has become popular among teacher researchers.

Corey(1953) defines it as follows:

“the process by which practitioners attempt to study their problems scientifically in order to guide, correct and evaluate their decisions and actions is what a number of people have called action research” (p.6).

Corey stresses the importance of 'systematic and collaborative' study. The use of systematicity increases validity of evidence whilst collaboration increases the likelihood of participants' behaviour change and the consequences of the study. Similarly, Ebbutt (1983) gives more emphasis to 'systematic study and reflectioning' in his definition. According to Kemmis and Taggart 1988 (in Nunan 1995), action research is characterised as a 'systematic enquiry that is collaborative, reflective and undertaken by the practitioners to change things.' Carr and Kemmis (1991) also underline the words of 'self-reflected

enquiry and participation' in explaining action research. In addition, Cohen and Manion (1996) say that:

“it is a small scale intervention in the functioning of the real world and a close examination of the effects of such intervention” (p.175).

They also argue that action research is 'situational' as it is concerned with current problems, 'collaborative, participatory and self evaluative'. Many definitions such as are put forward by other researchers, but they generally 'share' unity characteristics in that action research is conducted by the teachers in their classrooms to develop self awareness and broaden their practical knowledge. However, some researchers did not specify any features of action research and even went further saying that action research occurs naturally in the teachers' work and all teachers are researchers in that they are able to take 'decisions and make reflections' when needed.

However, some key features of action research are in dispute, and some are used as synonymous by mistake. For example, although Corey (1953), Kemmis and Taggart (1988), Nunan (1989) regarded 'collaboration' as one of the key features of action research, contrary to these ideas, Nunan (1994) claims that 'collaboration' should not be seen an important aspect of action research. Even a single person can carry out an action research on the condition that it is initiated by a question, supported by data and interpretation to investigate aspects of their own situation and context. His previous and recent ideas about 'collaboration' are different. Besides, systematization and teachers' exposure of findings to the public are considered to be synonymous but they are not because systematization is a continual process and researchers' exposure of findings to the public within this process does not mean explaining general truth but simply an attempt to deduce illuminative ideas which can help others or encourage them to apply their own

research. The important thing is that the last exposure can be taken as general truth about research. In general, what has been explained so far aims to describe the key features of action research and purports that these features are sufficient to have an insight into definitions.

3.3 Basic Assumptions and Characteristics

There is no single approach which can underline all the projects which can be classified as action research. Besides, the techniques and procedures are varied and often determined by the character of the project itself. The proponents of action research have not come to an agreement upon a set of research techniques and methods which only belong to action research. In other words, the methods or the techniques used in action research study can be employed in another research methods. For example, 'diary study' may be used in 'micro teaching' as well. However, It seems that action researchers reached a general compromise concerning several general assumptions that should be born in mind before undertaking an action research. One can infer these assumptions from the objectives of action research and outline them as follows:

- Action research is a pragmatically oriented process.
- It is mainly concerned with change in order to improve practice.
- It always entails those who are concerned in the process of research.
- It enables people to become reflective practitioners.
- Teachers should reflect critically on their practice to bring about innovation.

-Teachers should understand their own situations not by importing ready made solutions from external theory but by relying firstly on experiential knowledge.

-Involving outside observers or critiques in the project should not mean the supremacy of their knowledge over the teachers. In this context, it is necessary to bear in mind that these principles are not limited and its number can change accordingly.

As far as the characteristics of action research are concerned, they show some diversity among the action researchers because the literature of action research is very rich and any aspect given prominence by a researcher is either ignored or unnoticed by another researcher. For example, Elliott and Whitehead (1980) state that deepening the understanding of the classroom by the teachers, and free access to all data in an mutual trust and loyalty are the characteristics of action research. According to Elliott (1991), 'integrating' teaching, teacher, and curriculum developments into a unified conception of a reflective educational practice and unification of processes are generally regarded in isolation as the characteristics. In this view, what Elliott says can be expressed in the term 'collaboration'.

Action research has some other features in Cohen and Manion's views, They argue that its principal characteristics are almost present in its all usage, but some others need to be mentioned: one of which is to deal with ongoing problems of schools for the purpose of improvements in practice. The best way of doing this is teacher involvement and group interaction. Another feature which makes action research a suitable procedure for study in schools or in other fields is its flexibility and convertibility. That is, any innovation, change, readjustment, or reorganisation of the research process is possible at any time.

Thus, these characteristics of action research make it more standardized and more generally available.

3.4 Types Of Action Reseach

Researchers can undertake action research in different ways depending on the perspective adopted and the degree of awareness and level of experiential knowledge acquired. Since the choice of the appropriate type of action research is generally determined by the topic, the resources and the context in which research will take place depends on that choice. For that reason, depending on these choices, several types of action research have been suggested in literature, namely ‘technical, practical, emancipatory action research and the CRASP model’ in higher education.

According to Carr and Kemmis 1983 (cited in Zuber-Skerritt 1992), technical action research is concerned with the means by which researchers can measure the effectiveness of educational practices judged by educational standards. In other words, the teachers in this research are mostly concerned with the tools which will show how to find their solutions to problematic issues. The concern here is generally with method and techniques used. They argue that technical action research is the least powerful method.

--Practical action research aims to increase the practitioners’ understanding and professional development. That is, teachers move beyond the life of the classroom to understand the social context they are working in. Teachers roles in this process are to encourage practical thought and self reflection but they also take into account the various constraints that surround them and try to improve their situation within the constraints of the existing situation.

--Emancipatory action research neither limits the enquiry to the classroom, nor does it take the constraints into consideration. In general, it has the same objectives as practical action research and in addition, it questions all the social and political assumptions which govern classroom life. Firstly, it provides a method for testing and improving educational practices and for measuring the success of students and teachers' classroom practices. It also presents criteria for curriculum development and evaluation of practice. They argue that emancipatory action research is the ideal one to fulfil the minimal requirements for action research.

Besides, two more action research type emerge in literature: one of which 'simultaneous-integrated action research, suggested by Kelly (1985), aims to find practical solutions to ongoing problems and produces 'feedback' between 'research and action'. It deals with total situations, and recognises the complexity of relations. This type of action research has been employed in GIST (Girls Into Science and Technology) project which encouraged girls to choose technological subjects but the pupils's choice did not changed as desired. The other type of action reserch is the CRASP model which stands for Critical attitude, Research into thinking, Accountability, Self evaluation, Professionalism and teachers in Zuber-Skerritt (1992). This model has been suggested for higher education and assumes that action research by academicians into the curriculum and students learning will have first hand and positive effect in evaluating the quality of their own teaching and professional development. It should be mentioned that if a researcher adopts either technical or practical one, it does not mean that he is unable to use other types. On the contrary, teachers can form well established structures that govern educational life but constraints make them primarily concerned with practical action research rather than emancipatory one.

How research proceeds and the different steps it should follow has also been the topic of different types of research. Despite remaining generally faithful to Lewin's principles, Elliott and Kemmis, to cite here these two, both modified and adjusted Lewin's view of how action research processes. Elliott, for example, stressed that the general idea is not static and reconnaissance should involve some kind of analysis as well as fact finding. In Elliott's figure, the action research cycle continues in the form of 'implementing, monitoring, reconnaissance, revising the general idea and amendment'. Kemmis emphasised that reconnaissance should include the discussion and negotiation of all different factors or constraints that surround the main idea. In Kemmis' diagram, action steps go in the form of 'planning, acting, monitoring, evaluation and revising the general plan'. In general, diversity of types and procedures both offer more possibility for researchers, and enriches the action research literature.

3.5 Techniques

Unlike the experimental researchers who seek to prove the credibility of his theory, the action researchers' main concern, as mentioned before, is the understanding of the immediate problems they are facing and attempt to reach a practical and reassuring solution. For that reason, it is of great importance to specify the problem chosen for investigation so that it can be easily handled. The selection of a suitable method of data collection is determined by the very nature of the problem. In literature, there are sufficient number of methods and techniques such as 'diary, interview, checklist, questionnaire' and so on. But researchers cannot agree as to whether 'it' is method or technique. For example Hopkins (1990) regards the 'interview' as a method whereas Cohen and Manion (1996) consider 'interview' as a technique. Designing and administering questionnaires is often considered the best way of gathering data. But sometimes action researchers resort to

conducting interviews or using diaries. Sometimes, the presence of an outside observer is necessary but it should be born in mind that the outside observer is a mere facilitator of the teachers' project. Outsiders' contributions are of great importance in certain circumstances because they assist the teacher in understanding, himself better and they attempt to unveil difficult, and intricate facets of a given situation. Although outside observers are trained and experienced professionals, it is the teachers' responsibility to seek access to knowledge and ask for guidance and enlightenment. These observers should not intervene or drop in unless they are invited, otherwise action research becomes a top down process and distorts the values of practicality and self reflectiveness.

The analysis of these techniques and methods from a single perspective does not always ensure an appropriate description of that problem. Rather, action researchers can use a multiple perspective of triangulation to support and increase the validity of their research. Denzin 1970 (in Allwright and Bailey 1994) distinguishes six types of triangulation. These are data,investigator, methodological, theoretical, time and space tiangualations, which are considered essential parts of each type of research . In general, knowing the problem well, choosing suitable methods or techniques, repeated analysis of data and securing the results through triangulations increase the perfectness of research and depend on researchers own endeavours.

What has been explained in chapter two and three has aimed to give foreign language teaching conditions in Turkey and background information on action research. We know that 'teacher as researcher' has been a component of foreign/second language teaching. On the assumption that this process is best achieved through action research, chapter four will explain the necessity of 'action research' and chapter five will account for the involvement of teachers.

Chapter Four: Why Action Research?

For readers to understand why action research is paramount in education, it is important to consider the requirements of action research briefly. After action research has been transposed into education and the phenomenon of ‘teachers as researchers’ has been produced by Stenhouse in the 1960’s, the emphasis shifted from academy-based research to teacher-centered educational research. So, action research has been an alternative to the academy-based survey and enabled individuals to be a qualified researcher without being employed at the university. For that reason, great emphasis was placed on an approach to action research as a methodological issue rather a philosophical view on the nature of educational knowledge. Consequently, the idea of teachers as researchers has been the mainstream in recent educational enquiries, curriculum development, classroom research and inservice education. Thus rationale for action research, curriculum development, classroom research, inservice and training(education) will be examined.

4.1 Rationale for Action Research

Although the idea of ‘teacher researcher’ is a new concept, it does not mean that this necessarily excludes researchers from the higher education sector. The identification of problems for investigation, the method of research employed and the presentation of findings will increasingly depend upon teacher’ grasping opportunities to conduct their own enquiries without external support. At the most general level, action research seeks to solution on teachers’ diagnostic and analytical skills by providing them with an opportunity to achieve a greater detachment, a closer investigation and more precise

speculation on their observation of their pupil's thought actions than their circumstances generally permit.

Action research is an intellectually demanding mode of enquiry which prompts serious and controversial questions about classroom practice. It generally requires a willingness on the part of teachers to learn about their own classrooms, and a desire to develop themselves professionally. Teachers who engage in action research are not special kind of teachers but simply ones who wish to increase their professional expertise. Nixon (1953:6) says that:

“ the cases for action research should be investigative, reflecting upon their practices and understanding their classroom” (p.6).

In this view, understanding, say, an upset or withdrawn child in the classroom may imply a different type of action research on the teachers' part, but it does not help the teacher make sense of that child's behaviour. This kind of comprehension also affects the teachers' judgement about such things as how children learn, what the critical moments in the learning process are, 'how' and 'when' the teachers intervene so as to facilitate this process.

Nixon also says that 'action research' should be an 'eclectic process'. In this view, as far as the problematic situations are concerned, it is necessary to develop each individual's unique way of looking at those complex environments in which pupils are constrained and teachers spend their working lives. In a sense it requires selection.

In addition, McNiff (1995) state that:

“ the social base of action reseach is 'involment', the educational basis is 'improvement' and its operations demand 'change" (p.3).

As a method of exploring and solving problematic issues, action research is applied to both large and small scale enquiries. This kind of study was used by Lewin himself for improving relations in industrial situations. He came to the conclusion that participatory procedures, that is involved situations, are much more effective in solving social problems of human relationships. However, it should be born in mind that active involvement and improvement can be fully reached within the democratic process which is a crucial part of action research, and this freedom allows for individual differences and diversity. This, can cause change in people's lives and in the system in which they live. When applied to specific situations, we can assert that individuals may give explanations for their own professional and personal progress.

In general, action research assumes that all teachers possess certain skills for research and that their known and potential enquiry skills should be discovered and clarified in one or another way. Thus, teachers consider action research as a means of developing and modifying a rationale of their own changing practices.

4.2 Curriculum Development

One of the reasons for applying action research in education is the improvement of curriculum research and development. Elliott (1990) asserts that the context of teacher researcher movement is curriculum innovation and teacher-based action research is a feature of certain kinds of curriculum reform process. He also says that the modification involved in curriculum reform is a result of the relationship between curriculum and teaching. These ideas are not theoretical assumptions like other ideas but his actual experiences of action research and curriculum studies in the U.K. The other points about curriculum study are as follows: Stenhouse (1988) claims that ideas written in books

cannot be easily put into practice by teachers whereas expression of ideas as curricular specifications exposes them to testing by teachers and constitute a link between proposers and assessors. Rogers (1972) asserts that curriculum change like behaviour or attitude change of people. Although these are abstract views and have some applicability in schools, we also need to consider 'who' or 'which institutions' plan/construct the curriculum in general. We know that they are generally planned by teachers, the local authorities and by the government. Teachers accuse others when they experience difficulties in school due to curriculum application. Recent developments tend to suggest that teachers should study the curriculum. For example, Hodgson (1985) says that the Alternative Curriculum Strategies project, carried out by teachers and students' parents, and teachers required them to contribute to the school curriculum. After parents has suggested and applied some topics in the school, many students noticed that teachers were treating them differently and the skills used by some teachers have been applied by other teachers as well. This study has shown that the curriculum should be planned by those involved in education namely teachers, students and parents.

In curriculum reform, the first thing we might specify what the teacher is to do. If objectives are stated in the form of activities in schools by the teacher, there is no way of criticising the curriculum. We can judge the topics in the curriculum if they are suggested by head teachers, local authority, inspectors and the government. In this sense, teachers should have the freedom to determine their own needs, and opportunity to demonstrate the worth of their own ideas. For example, Anning (1986) says that teachers working in isolation cannot sustain curriculum change, and inservice becomes more effective if the needs of schools were identified and supplied. Besides, Stenhouse (1987) states that it is possible to select the content for a curriculum without reference to students' behaviours

and objectives; but concepts and criteria cannot completely be translated into practice and fail in the process. Other arguments about procedure are content-based which try to reach a consensus rather than arguing against opponents. For this purpose, every effort may be made within the school itself to create an atmosphere in which there is free and relaxed discussions, where problems and needs can be brought into public.

In addition, Hoyle (1974) claims that curriculum development for teachers lies in the concept of 'extended professionalism' which refers to autonomous professional self development through systematic self study, and through the collaborative study of teachers. He suggests several techniques for classroom study and claims that interaction analysis is the best one. We know that there are other techniques for classroom study, and have several advantages like interaction analysis.

In general, effective curriculum development of the highest quality depends on the capacity of teachers to research into their own teaching. Development in the field of curriculum and teaching also depends upon the evolving styles of cooperative research by teachers and using researchers to support the teachers' work when needed. Validating the curriculum in process requires the teachers to take into account all the dimensions of context, staff and students. Consequently, curriculum research is a necessity of 'teachers as researchers' movement which is another requirement of action research. Elliott (1990) says that bottom-up and collegial study rather than top-down and individualistic study in the process of curriculum development in the U.K. has enabled them to be successful.

4.3 Classroom Research

Allwright and Bailey (1994) argue that there are three different approaches to classroom research namely experimental studies, naturalistic enquiry and action research. Since we

deal with action research in education and as most of the teaching activities take place in classrooms, we need to limit our explanations to classroom research or classroom observation which are used interchangeably in literature. Our basic aim of applying action research to education requires teachers to have an insight into research methodology in general, specifically to measure their own and their students' successes, to assess the efficacy of teaching methods, and techniques and to realise what is actually happening in classrooms. Besides, classroom research orientation encourages teachers to approach methods and ideas with a critical eye and to adopt a critical approach to incorporating these ideas into their classrooms. For example, Nunan (1989) claims that it is more fair to establish small scale classroom research in order to monitor, observe and evaluate the outcomes of methods, materials, classroom climate and teaching. In this process, teachers are also expected to develop their own skills in observing, and criticising their own classrooms with appropriate support.

Besides, Green and Wallat (1983) say that:

“classroom research is only another name for product evaluation or compilation of test scores and thus imply that collaboration is superficially desired” (p.102).

However, in the case of the teacher researcher we know that it is imperative to have systematic and self-monitoring pursuit in research process. Besides, we should also consider one of the obstacles to systematic classroom observation which is a lack of 'support' among teachers. This problem can be tackled with collaborative research which might be among teachers, between teachers and researchers or teachers and students. As has been explained in characteristics of action research, some researchers see collaboration as fruitful and rewarding, others as problematic and unnecessary.

In addition Allwright and Bailey (1994) state that:

“ classroom research tries to investigate what actually happens inside the classroom at its most narrow, it is in fact research which treats classroom interaction as virtually the only object worthy of investigation” (p.2).

In this view, we can infer that classroom research builds on what currently happens rather than replacing it with ideas and practices because learners not only learn directly from the syllabus but they can also learn other things that happen too. Further, they claim that whatever happens in classrooms can be summarised in terms of three outcomes: ‘input, practice and receptivity’. The reason of surveying procedures in classrooms also invites the question why do we need classroom observations. Lorenz (1971) in van Lier (1994) suggests two reasons for engaging in research: ‘want to know’ and ‘want to help’. In this context, classroom research is seen as knowledge-gathering or problem-solving process or both. The former can be stated as a theoretical pursuit whereas the latter as programme evaluation or curriculum reform. Besides, van Lier (1994) suggests three reasons for classroom research; the first is a scientific argument which refers to observing classrooms in action, the second is a linguistic argument that refers to data gathering from the students’ production and the pedagogical one that is a part of second language acquisition and address to teachers.

Whatever the aims of classroom research involved, teachers should take into account the selection of methodology in response to the problematic issues within the classroom. As far as the historical development of classroom observation is concerned, various techniques and methods have been suggested in literature. Allwright and Bailey (1994) state that modern classroom research began in the 1950’s to help student teachers in classes by giving

them feedback about their performance during their teacher training practice, and has been developed because of teacher training which centres on effective teaching, and tools for classroom observation. Within this process, researchers suggested various methods, but some of them are not included in the work of others. For example, Hopkins' (1990) 'sociometry' has not been included in Nunan (1994). Despite diversity, their common aim is to understand classroom life. In fact, there is no single way of classroom research, and the important thing is 'collecting data' and 'its analysis'. Both van Lier and Allwright and Bailey argue that 'observation' in classroom is the first and most important way of classroom research. We also know that Flander's interaction analysis, Moskowitz's Flint (foreign language interaction), Fanselow's Focus (foci for observing communications used in settings), Allen, Frohlich&Spada's COLT and discourse analysis are important methods of classroom research. In general, classroom research helps teachers to discover more about classroom life in schools. Thus, it tends to be a component of teacher researcher tendency which is also another requirement of action research.

4.4 Inservice and Teacher Training

The objectives of action research require teachers to follow recent developments, and novel applications in their fields, to update their knowledge, and consult a facilitator (experienced person in one's field) when they face a problem due to 'theory-practice' applications. Teachers learn relevant information about their fields during their vocational education, but fresh ideas and innovation can be followed either through inservice training or by their individual efforts. Therefore, 'action research', in other words, 'teacher researcher movement' can be seen as highlighting the importance of continual inservice and teacher training. During initial teacher training courses, action research mainly aims the teachers to know the research methods in general, and teach them how to apply

research with reference to different criteria. During this process, teachers receive background information about the types, appropriate method and techniques as well as their advantages and weaknesses. When teachers face any problem in education owing to theory-practice dilemma, or in applying any research, they either solve it by themselves or get help from outsiders. These problems in educations occur for different reasons. According to Rowland (1991) 'knowledge' is rooted in 'experience' and to pass on knowledge requires teachers to pass on their experience but teachers' experience cannot be passed on, it can be interpreted by teachers and reinterpreted by others. Besides, Husler, Cassidy and Cuff (1986) claim that 'knowledge' is not the same as 'experience' and, knowledge to be taught has meaning only in terms of teachers' experience. So, they suggest that teachers should create learning situations in which teachers and students can explore one another's meaning. Thus, teacher training involves teachers in assessing the educational needs of children, identifying intentions among teachers and learners, and applying suitable teaching means. It also aims to develop and enhance their performance as well as improving and changing existing conditions. For example, Moskowitz (1968) in Nunan (1989) argues that systematic observation in teacher training to give them feedback is useful, Allwright (1988) and Nunan (1989) regards observation as a feedback tool in teacher training.

Another need for inservice training in education result from the conflict between theory-practice. According to Elliott (1991) 'theory' is 'remote' from practical experience and theory seems to be threatening for some teachers. Sometimes, teachers have little choice to reject or to change the applications. In this case, teachers can either show a creative ability to adapt the theory or fail. Besides, Allwright and Bailey (1994) state that there is tension between theory-based and data-based ideas. This means that it is not always possible in

education to put ideas into practice because of various constraints. One solution to this conflict may be to reevaluate teacher and inservice training and curriculum programmes. Inservice courses should provide teachers with tools and techniques for investigating the latest developments in their fields so that theory and practice are mutually supported. Therefore, inservice programmes should evolve directly out of experience and problems of the teachers taking part in the teaching process. In general, since action research always regards teachers as researchers, it should not be seen as a way of educating by themselves. However, it can be seen necessary condition of catching recent progresses in their fields. When current teacher training has become unsatisfactory due to various reasons, the gaps, between theories and applications can be compensated with inservice education and educational research.

4.5 Summary

Action research, with its emphasis upon practice, reflection, participation, and collaboration, has taken its place in research literature. Indeed, action research generally uses qualitative methodologies and techniques which support it. As a research approach, the teacher researcher tendency is innovation in education in that it both requires 'teaching' and 'evaluating' themselves.

Besides, dealing with immediate and small-scale problems within the classroom shows its practicality. It puts more emphasis on curriculum and its outcomes, and it also tries to reach a mutually agreement between both learners and teachers. In addition, it is a psychologically-based approach which considers learners' various modes and behaviours under different conditions. In short, it can be regarded as a 'middle-term' solution to educational problems. However, various criticisms on 'action research' have been made as

well as its discussion on its advantages. One of the common critiques claims that ‘action’ and ‘research’ are not the same, they are two different phenomena, and cannot be used interchangeably. In literature, it is also known as ‘reflective research’ which is a recent vogue term and the distinction between ‘reflection’ and ‘description’ are often not fully understood.

Another argument asserts that the teachers’ primary job is not ‘to research, interfere and interrupt’ the teaching commitment but ‘to teach’. Within research processes, if teachers divide their attention both ‘teaching’ and ‘researching’, they may ignore teaching to some extent, and may not concentrate on teaching fully. The other ideas are ‘generalisation from action research and internal validity’. They claim that research results can be extended not ‘laterally’ but ‘vertically’ and it was claimed that improvements in students’ learning cannot derive from teachers’ help or intervention. Consequently, action research has become a component of teacher training and education.

Chapter Five: Why Teachers Should Involve in Research?

After action research has been translated into education by Corey and Shumsky, the next discussion focussed on the problem of determining who should investigate the research problems, namely outside researchers, academicians, technocrats teachers or all collaboratively. One possibility is a single researcher tendency. The teacher is both practitioner and researcher. Another idea requires action research to be utilised by a group of teachers working within one school. The other idea claims that action research must be undertaken by outsiders. The final idea asserts that action research should be done by a group of teachers and outsiders cooperatively.

5.1 Researchers versus Teachers

Kemmis (1982) in analysing the difference between the world of researchers and the world of teachers, argues that researchers analyse the world of schooling into bits and pieces, but in zooming the problems of schooling through the canons of such broad systems, they neglect the particularities and deepest points of classroom life. That is, Kemmis means that the researchers' function is to uncover the truths somewhere but they try to find general solutions whereas action research deals with current problems. Researchers here is taken as outside researchers, academicians and there are various views on researchers and teachers. For example, Hamilton (1966) in Stenhouse (1988) claims that any adult dressed formally usually has some strong impact on learners but, researchers are unable to define themselves in the eyes of children. This distinction is about one's outer appearance but it could be about the teaching ability of teachers and research the skills of the researchers. During research process, researchers may have difficulty in gaining access to classrooms and

articulating the purpose of the studies without a clear definition of the underlying features of teaching and researching. When researchers and teachers do not hold the same views on the process, an inevitable conflict may occur and undertaking the research may become impossible. Preliminary discussion of objectives with teachers and head teachers appear to be of significance because not all researchers may have direct access to school environments or have friendly relations with teachers because of their professional responsibility and the new environment. Researchers can have good relations with school staff, and should not give the impression that they have come to examine or to inspect the school. According to Haberman (1970) in Green and Wallat (1983) researchers face at least two problems: these are perceived conflict between the researcher' and the teachers' role and the possible resistance of head teachers to any research that can be seen as a threat to school.

Undertaking research requires detailed and well planned study as well. If researchers do not take the time to determine whether the sampling procedure is representative, then the selected methodology or procedure may be inappropriate, so they should spend as much time on clarifying the nature of process, sampling and methodology. Sometimes the methodology used do not make sense to other people directly, or indirectly involved in the research project. In these cases, a research facilitator may play an important role in informing teachers and introducing the investigation in a way that it is feasible and realistic in terms of time and resources. Stringer (1996) says that community-based action research involves a number of groups whose activities must be facilitated or coordinated by an individual or a small group of researchers whose task is to facilitate or direct throughout the research. We can see that we may need mediators in the research process when researchers are from other institutions.

In the eyes of the students and teachers, researchers from the university or other institution are called 'outsiders'. In this case, both students and teachers show the utmost care not to make mistakes and to make a good impression on the outsider. However, Elliot (1981) claims that having outsiders as researchers can be useful if they are informed by the teachers so that outsiders know what sort of information they will concentrate on. We know that outsiders' reports represent not the teachers' but their point of view and this can cause rivalry. Since teachers and students know that they will be observed by someone else, they tend to change their usual behaviour. So, outsiders may not gather adequate data on research.

In addition, Alwright and Bailey's (1994) view about researchers is interesting because they call researchers purely parasitic and they state that teachers might actually enjoy and profit from looking upon their classroom and have an excellent opportunity for conducting their own investigation. They also maintain that a reconciliation between researchers and teachers taken place recently. In general, since outside researchers do not have enough knowledge about the school environment, students' personalities and current classroom life, it is claimed that researchers are not able to access classroom research easily and collect sufficient data.

5.2 Theoreticians versus Teachers

This argument stresses the importance of 'theory' and claims that theory is the best means to direct researchers. This idea has been supported and criticised for various reasons. For example Schon (1983) says that:

“ professional activity consists in instrumental problem-solving made rigorous by the application of scientific theory and technique. Although

all occupations are concerned with the instrumental adjustment of means to ends, only the professions practice rigorously technical problem solving based on specialised knowledge” (p.21).

This idea strongly supports the theory versus practice dichotomy and has a number of implications. A direct implication is that scientific knowledge is in the possession of professionals (or researchers) who refine it through experimentation and convey the confirmed results to the practitioners to apply in their practice. Beyer (1988) sees the practitioners (teachers) as an executor of the laws and principles taught by professionals. This means that practitioners and theoreticians have separate roles. Under this approach, even the criteria of success is determined in advance and can be used to determine the teachers’ success as well. This type of approach has been called top-down and faced many limitations as has been explained in the theory-practice dilemma. Walcott (1977) divided the world of educators into two broad social groups, namely teachers and technocrats. The latter consists of researchers, administrators and policy makers and all of them generally deal with research findings and orientations of their theories. The teachers’ role is, thus, to apply what they hear from the former group. Further, Schon (1987) stresses the importance of the applied science model and seems to emphasize the significance of experiential knowledge over professional knowledge including teacher education.

In general, they hope to find solution in two ways. First, theoreticians or researchers try to produce new theories for consumers to use (top-down). Second, researchers try to readapt or reconstruct accessories of education (bottom-up). For that reason, attention has focussed on a reconciliation or a mediator. Thus, Kemmis (1982) states that professionals and teachers should form an educational midwifery and help to produce ‘theory and practice of teachers researchers’. Finally, the idea of teacher as researcher movement has been the mainstream of recent educational development.

5.3 Teachers

This argument in research literature claims that action research should be undertaken by teachers who can provide an effective means of ongoing professional development and curriculum renewal. Until recently, teachers were regarded as the objects of researchers, and the applicators of research findings of others. Obviously, both roles are remarkably passive and recent developments forced teachers to be an active participant in surveys. For that reason, teacher-based research or educational-action research has emerged in the U.K. as a result of the curriculum reform process. Besides, the diversity in social goals in America has required teachers to engage in professional and institutional analysis, and these needs forced them to be an active member of research process. Thus, the concept of 'teachers as researchers' has entered education and its emphasis has increased gradually. Teachers can organise the educational process in their own classrooms on the same bases as their own professional development through critical self reflection. For example, Green and Wallat (1983) claim that the past training of teachers is not adequate and teachers want to control the educational processes, and improve students' achievement in their professional lives. They also say that there are two reasons to call for teachers involvement in action research which necessitates teachers as diagnosticians of their own classrooms and gives the opportunity for them to carry out their own research. In this process, teachers unveil some dynamics of the classroom and evaluate certain aspects of their own teaching. Besides, Nixon (1981) admits that action research has enabled him to discover more about himself as a teacher and has incorporated his experience into his work. It is clear that teachers both teach and learn through processes. Hopkins (1990) also states that:

“undertaking a research by teachers in their classrooms increases the responsibility of their action and creates a more energetic and alternative environment in which teaching and searching can occur” (p.1).

In addition, McNiff (1995) suggest two reasons for teachers involvement, namely political and professional. He states that last two decades have required school-based curriculums and encouraged schools to identify their own needs and initiates actions to meet those needs. Thus, schools are responsible for their curriculum development and schools curricula should include 'content, skills and attitudes'. So, these activities require teachers to plan, implement and reflect by themselves. He also says that if teaching is to be regarded as a profession, teachers should learn to employ methods and techniques of research. Once they embark on the journey of self education, then thinking becomes 'action' which also becomes a repeated cycle of recreation.

The above mentioned explanation addresses to different features of the teacher researcher approach, and emphasises teachers merging theory and practice and apply this new synthesis in their classrooms. We can consider 'teacher research' as an investigative process which focusses on teachers' classrooms and grounds its theory and practice inside the classroom. This sort of practice improves teachers' practice for discrimination and judgement in particular and complex situations. Accordingly, it tries to find a resolution to the theory-practice issue.

The other important argument centres around whether or not teacher research should be undertaken individually or collaboratively. When a single teacher attempts to investigate his classroom without getting support from his colleagues, he is likely to encounter difficulties, and research findings confined to one classroom can be threatening. One can also face difficulty in sustaining curriculum change alone. Contrary to this, group research provides the opportunity to give one another both moral and practical support. A team consultancy may enable more points of view to be generated, and alternative grouping

between the consultants and teachers. For example teachers involved in HCP say that they have acquired new skills and awareness of what goes on in the classroom. Nunan (1989) says that collaboration makes it possible for different members of the research communities to contribute their own vision of the research and its outcomes. Collaboration can be much useful and productive when members suggest alternative interpretations.

However, opposing ideas claim that 'collaborative research' is problematic with regard to resources, time and expertise. Teachers who do not want to be involved in applying research are often unwilling. When they are forced to do so by researchers or head teachers, this reluctant stance can jeopardise the research project, and its outcomes. There is, of course, generally pressure to achieve agreement in reporting research results. In addition, Nunan (1994) claims that collaboration should not be seen as a necessary feature of action research. Many teachers who are interested in exploring their classroom are unable to survey owing to different constraints. He sees collaboration not between colleagues in a school but a teacher and university-based researcher. In general, since teachers have permanent work in schools, this continuity enables them to become more self-conscious, and aware of their teaching style.

5.4 Summary

Research is a very general term and used by disciplines. Indisputably, researchers and teachers alike want to know what really matters and what really helps learners. Recent trends have broadened the research enterprises to embrace the collaborative involvement of teachers themselves in research. Since outside researchers are a 'temporary' solution and 'theory' is not working as desired, these conditions enable teachers to become 'permanent' researchers in their classrooms. Outside researchers may offer a fresh perspective or

alternative interpretations of what goes on in the classroom; but teachers spend their working lives where the vital evidence must be sought. Since teachers have more and substantial depth of knowledge, they may discover more about classroom life and learners. McCutcheon in Nixon (1981) says that the teachers' daily presence in schools gives them daily access to students, to school life, colleagues, their own lessons and enables them to undertake long term studies whereas outsiders' observation in the classroom for one or two hours everyday, administering a test at particular times may cause teachers to consider those short activities as a snapshot of the classroom and of pupils. The tension between outsiders and teachers may reach an agreement through democratic process which facilitates free access to research requirements and creates opportunity for them to acquire skills and to continue the work by themselves. Thus, barriers among teachers and researchers needs to be broken within the education service and the gap, misunderstanding, and suspicions between the two can be replaced by a mutual respect. Consequently, Nunan (1989) states that recent years has produced the notion of self-directed learners. In a sense, we should say that the teacher researcher concept is requirement of the self directed teacher which help them find, exploit and extend their own best way of teaching.

Chapter Six: A Brief Introduction to the Study and Analyses

Overview

In this section, I will briefly explain interview questions, schools and teachers. The interview questions in this study have been chosen from the literature of action research. For that purpose, sixteen Turkish teachers who currently teach English at secondary and high schools have been interviewed. These questions have been expanded by using question words to collect more data when it was necessary. The data which has been collected through personal visits to schools has been recorded with teachers' consent.

6.1 Selection of Interview Questions

The oral interview has been widely used as a research tool in applied linguistics. Since it is important to select the theme of study, interview questions have been prepared on the criteria of action research objectives. The aim of these questions is not to investigate problematic issues but to describe ongoing applications in schools. Kemmis and Taggart 1981 in Hopkins (1990) state that we do not have to begin with a problem. All we need is to seek the general idea for improving something, or an existing practice. This general idea may survey the current situation or degree and solution to problem. Besides, Adelman (1981) suggests that an interview should be a conversation piece. For that reason, I have taken great care in establishing confidence and trust at the outset. As I have three years teaching experience, I told them that I was aware of the current conditions and problems. This helped the interview to pass in the form of 'usual' talk. Thus, I have employed the 'structured interview' using open ended items which have a number of advantages. I have

expanded their initial responses by asking 'how, why, when', sometimes giving interviewees control over the data, and tried not to interrupt their conversations.

The composition of the interview questions is as follows: three questions are about 'curriculum' which reflects the teachers' attitudes toward it; two questions ask critique or review about teaching and teachers themselves; three questions are about 'classroom observations' which investigates observation, problematic issues and their solution; two questions ask about 'collaboration' among teachers and researchers; two questions ask teachers' individual efforts in following recent publications, and research in their fields; one question is about 'inservice training and its outcomes'. In sum, the number of questions, which are directly related to the objectives of action research, are fourteen and may change from person to person.

6.2 Choosing Schools and Teachers

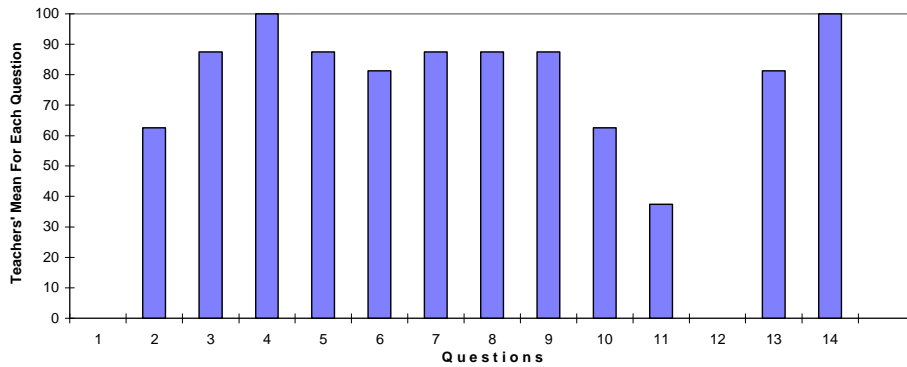
I especially paid attention to choosing different types of schools. As has been explained in chapter two, schools in Turkey were grouped according to their foreign language teaching programmes. So, four types of schools have been chosen, namely secondary school, high school, language-based high school and limited language-based high school. These schools belong to state and are controlled regularly by inspectors and head teachers if the topics covered in their curriculum have been followed by the course teachers or not. To this end, four secondary schools, three high schools, four limited language-based high schools and one language-based high school were available for my data collection.

A great deal of attention has also been paid to choosing equal number of teachers from each group of schools, and four teachers have been interviewed from each group. Although I thought it would be appropriate to choose equal number of male and female teachers

from each sort of school, it was not possible to do so owing to the difficulty in finding sufficient number of teachers. Thus, nine female and seven male teachers have been chosen unintentionally. Besides, two teachers refused to be interviewed for their private reasons. Eight of these teachers teach at language-based high schools and the other half teach at nonlanguage-based schools. In addition, I could not pay attention to their language background and their age which seems to be important because fresh teachers are generally not able to attend inservice training. In general, some of the teachers' responses to the interview questions are determined by the above mentioned group of schools.

Chapter Seven: Individual Analysis of Interview Questions

The following table (1) illustrates the interviewed teachers' mean to each question.



7.1 Awareness of Action Research

All interviewees' responses to question one were negative and they told that they had not done or been involved in action research before. Nevertheless, in the analysis process of all the interview data gathered from the teachers, it came to my attention that I can make two different observations about their responses. The first one is direct observation and the other is indirect inference or interpretation of all the data. The first observation is very clear and does not need much discussion on it. The mean score of question one (1) is **00.00** %(zero). That is, the action research or the teacher researcher movement seems to be completely new phenomenon according to my interviewees. We can also infer that these teachers have not taken any modules about 'research methods or techniques' during their student teacher education. This was also true in my case. I graduated in 1992, and our curriculum has not included the above mentioned modules. So, I have not followed these modules.

The second observation comes from the general tendency of research results. Although my informants seemed to be unfamiliar with action research (question one), at least, half of the questions were answered positively. What this means is that teachers who teach at nonlanguage-based secondary and high schools, apply half of the principles of action research and teachers who teach at limited, and language-based high schools apply most of the principles of action research. For example, among the 16 teachers; 14 teachers reconsider or criticise the methods or techniques they used in previous lessons. Again, most teachers, except two, discover new things during their teaching. For that reason, although all teachers' responses to question one are 'negative', the mean score of all teachers was **62.98 %** In general, teachers in Turkey currently apply some principles of action research, and they should be given opportunity to take the above mentioned modules in order to measure the effectiveness and success of methods or techniques they employ in explaining lesson.

7.2 Satisfaction with Curriculums

Teachers' responses to question two can be interpreted in two ways. We can give one interpretation for nonlanguage-based secondary and high schools, and the other observation for super high schools and language-based high schools. First observation: Out of 8 teachers, 6 teachers are not happy with the 'curriculum' which is determined and controlled by the National Ministry of Education. They state that the books they currently use are old and do not include attractive or interesting topics and exercises. Teachers have difficulty in motivating and keeping the attention of students. They also say that the Ministry publishes some new books for secondary schools, but some of the topics are still difficult and must be changed or deleted. Their another criticism is about the insufficient

duration of English course each week. They reveal that it is not possible to explain all the topics covered in the curriculum in two terms.

The second observation is that all the teachers who teach in language-based schools are happy with the curriculum. The most important thing I have noticed is that even though I used the subject pronoun 'You' in my question, as in 'are you happy....?', (he/she was alone) eight teachers who teach at these schools used the subject pronoun 'We' in their answers and said that 'Yes we are happy....' This shows strong sense of team spirit among these teachers. They also say that they do not follow the Ministry's publications, but they choose their course books, and plan their curriculum as well. This indicates the significance of 'freedom and democratic conditions' in the research process as stated by Lewin and Dewey. In general, topics and books of the former schools are determined by the Ministry which causes dissatisfaction with the teachers whereas topics and books are chosen at the latter schools by the teachers and create satisfaction. Consequently, the rate of satisfaction with the curriculum is **62.60 %** for all teachers but, this mean score was **100.00 %** for teachers in the second group.

7.3 Curriculum Change and its Outcomes

From the data analysis I can say that most of the teachers feel the need to change the curriculum when they find difficulty in teaching. The reasons which cause teachers to apply curriculum change come mainly from two different rationales. What is meant here is that teachers who use a language-based curriculum have produced different reasons for curriculum change than teachers who are not allowed to use this kind of curriculum. Teachers who use a language-based curriculum say that they 'sometimes' change the topics of the course book and curriculum, even though they have chosen their course

books. They need those changes in order to give more information about topics, to become more helpful to students, to produce more exercises about topics and to introduce innovation to students. However, teachers who are not allowed to use a language-based curriculum say that they 'always' need to change the curriculum and topics of the course book owing to out of date books and insufficient exercises. They also state that topics do not address students' needs and interests in these books. After applying these changes, they all claim that even a small change has become useful in terms of the students. These teachers maintain that students understand topics and exercises relatively better than previous ones and, they usually get higher marks from sit-down examinations. These changes also give students new motivation, and cause a fresh atmosphere in the classroom. In general, teachers in the former group make changes in order to be more helpful to their students whereas teachers in the latter group do this due to dissatisfaction. Finally, both groups of teachers are happy with the curriculum changes, the mean of curriculum change has been **87.50%** and the success rate of those changes has been **100.00%** for all teachers.

7.4 Review or Critique of Applications

Most of the teachers' (except two) responses to question five make it possible for me to interpret their data in a various ways. First of all, all the teachers have seemed to criticize themselves as well as the methods and techniques they use. They also say that they review the ways of their teaching under different conditions and its outcomes. Also they critically analyse the followings: They claim that teachers cannot improve their knowledge and teaching unless they assess themselves and follow their recent trends, works, and research in their fields. This kind of critique allows them to see the shortcomings of what they are involved in. Secondly, they say that they test their teaching through critique or review and they employ various techniques or methods to do this in the teaching process. Thirdly,

most of them assert that the teachers' critique about themselves or their teaching 'derives from' experience they had. They mean that teachers who have more teaching experience can have more critical thinking and applications than fresh teachers have. For example, two teachers (Aylin, Sevgican) say that they criticize themselves to facilitate students' understanding and produce more exercises in the topics. Besides, three teachers (Osman, Meltem, Jale) say that if they cannot get sufficient results from any technique which they used in classroom A, they apply different technique to compare the results in explaining the same topic in classroom B. In general, most of the teachers criticise themselves and the ways of their teaching. Consequently, the mean score of critique or review has been **87.50%** for all teachers in this survey.

7.5 Discovery Through Teaching

Most of the interviewees' responses to question six have been positive, and they all state that they discover important or new things to some extent during their teaching activities. They base their claims on different experiences and individual reasons they had. For example, among the 16 teachers, five teachers (31.00%) state that examples about daily life, concrete situations and students themselves are more effective in education. They, then, prefer or exploit these effective impetus in motivating and the teaching processes. They also claim that some of the teaching methods or techniques are more effective relative to others and more suitable for the students. Thus, they use these techniques in teaching new topics and the teachers get good outcomes from this application. In addition, some of the teachers assert that gaining new experiences or discovering something important depends on the teaching experience they had. They mean that experienced teachers can distinguish useful means, or effective teaching situations easily whereas new teachers do not have the experience to do so. The other things that they achieved are as

follows: sound analogy between mother and target languages in teaching new sounds, previously tried methods or techniques in teaching new topics, role-play in reading and demonstration in teaching vocabulary are some of the effective means they have used. In general, most of them have seemed to gain new discoveries or experience in their teaching processes. The mean score of question six has been **81.25%** for all teachers.

7.6 Classroom Observation

One of the important things, this survey aimed to show, was to examine the current rate of classroom observation. Among the 16 informants, 14 teachers have responded to question 7 positively, and state that they can observe the classroom, not for a special purpose but in general. Meanwhile, it is worth noting that they do not use any techniques from action research to observe, but they do want to see what happens in their classrooms, which students are motivated or dissatisfied and so on. These teachers do not keep any diary or checklists, and ask students about their feelings or attitudes but they watch their responses, mistakes and behaviours in general. Most of the observation is done to increase the number of students who understand the topic explained by the teacher during a course. If teachers cannot get satisfactory answer, they either reteach the topic by using different application or produce more exercises on it. In addition, as stated in the previous analyses, they claim that experience enables them to observe the classroom in detail. Apart from these, two teachers reveal that they are not able to do any observation owing to the crowdedness of classrooms. Finally, most of the teachers have shown a tendency toward classroom observation and the mean score for classroom observation has been **87.50%** for all teachers.

7.7 Dealing with Problems

Teachers try to classify problems in education into two areas, namely specific situations and common situations. Specific situations are about a particular student and teachers say that if any student interrupts, generally does not care or participate in the course, they prefer to talk to him/her individually during breaks. If it is necessary, they invite his/her parents to school and discuss the situation with them. In most cases, these situations are done by most of the students, and teachers try to catch their attention by asking questions, eye-contact or gestures. One important thing here is that teachers generally try to sort out these issues during breaks in order not to interrupt the teaching process and not to ignore other students. They consider dealing with problems during the course a waste of time. Some teachers argue that there are a few more clever students in each classroom and they require special care. In addition, some other teachers state that they can get sufficient background about their students after teaching 2 to 3 months and handle these problems sympathetically. Finally, they stress that the number of students in each classroom and the course duration are effective factors which will determine how to deal with these problems in both the short or long term. In general, 14 teachers have seemed to cope with problems. Finally, the mean for solving problems has been **87.50%** for all teachers.

7.8 Error Feedback

Students' mistakes in foreign language use are corrected in many ways by teachers. The teachers say that there are many reasons which affect the ways of correction. For example, 9 of the teachers correct mistakes immediately during the course, but they correct students' common mistakes. According to these teachers, mistakes should be corrected immediately and the right feedback should be given several times. They also say that they cannot deal

with individual mistakes because of shortage of time and crowded classrooms. 4 teachers correct mistakes after the course is over, because they claim that some students are touchy, and they lose their confidence when their mistakes are corrected in public. In addition, 4 teachers make notes about mistakes when marking students' examination papers. Additionally, 4 teachers have the opportunity to give a quiz before the examination and they get clues about students' language shortcomings in this way. In general, most of the teachers spend much time in correcting students' mistakes. Consequently, the mean of feedback for language mistakes has been **87.50%** for all teachers.

7.9 Cooperation Among Teachers

The results I have obtained from question 10 suggest that there is not sufficient cooperation among foreign language teachers for various reasons. For example, 8 teachers state that they consult one another and exchange ideas about language teaching, or discuss a new course book and its exercises. They have these discussions when they face a problem or a new aspect in their spare time. 2 teachers say that there is not other colleagues in their schools to discuss anything with. In addition, two teachers reveal that they teach 30 hours a week, and it is not easy to see each other. Lastly, 4 teachers state that they do not have this kind of activity at their schools. In general, half of the teachers have discussions with one another concerning language teaching. Thus, the mean of cooperation among teachers is **62.50%** for all teachers.

7.10 Following Recent Developments

Data results have shown that few teachers actually manage to keep up-to-date with developments in their field for various reasons. First of all, I have carried out my survey in two small cities and it is difficult to find, or buy recent teaching materials and publications

in Ordu and Samsun. However, one can find or buy these teaching materials easily in big cities. Some teachers reveal that they do not buy them, but some publishing companies or cultural associations send them free books and periodicals regularly. Ten of the teachers clearly state that they cannot follow these materials. In general, most of the teachers cannot/do not follow these publications as much as desired. Consequently, the mean score of following recent developments has been **37.50%** for this survey.

7.12 Relations between Academicians and Foreign Language Teachers

All interviewees have responded to question 12 negatively owing to lack of any relations between universities and foreign language teachers. The reasons can be interpreted in two ways because there is not a university or faculty in each city. The first city I collected my data from is Ordu in which there is neither a university nor faculty. Hence, it may be difficult for teachers to any have contact with the foreign language teaching departments of universities in other cities. We know that they teach around 30 hours each week, and they do not have much spare time for liaisons. The other city is Samsun in which there is a campus university and a foreign language teaching department. I interviewed four teachers who state that they do not have any communication with the university and teachers although there is a university in their city. Consequently, the mean of relations among teachers and academicians has been **00.00%** (zero) for this survey.

7.12 Participation to Inservice Training

All of the teachers have shown a strong desire to attend inservice training, and most of them have attended (except three) at different times. Inservice training has been seen as crucially important in their educational life in that it gives an opportunity to teachers to update their knowledge and to follow any recent developments. It is also important to

explain the current conditions of being accepted for inservice training in Turkey. Firstly, teachers can apply for this training to the Ministry of Education, then, they can attend if they are invited. Otherwise, it is not possible to undertake inservice training by themselves. Secondly, for teachers who use language-based curriculums, it is compulsory to attend these courses. That is, The Ministry gives priority to teachers who teach at language-based schools. As a result, it should not be seen as a shortcoming of other teachers who have not attended yet due to legal applications. In general, all teachers want to attend inservice training, and the mean of participation in inservice training has been **81.25%** for all teachers.

7.13 Attitudes towards the ‘Teacher as Researcher Movement’

All of the teachers I have interviewed have stressed the importance of this movement in education and explained the current conditions from their points of view. Even though they showed a great desire for research, their demands depended on should’s and but’s. They reveal that the language itself produces new words and phrases, and the knowledge of language and teaching change gradually. These conditions make teachers feel to be researcher in order to follow recent developments, and update their general knowledge. However, current teaching conditions in schools do not seem to be suitable for research into anything. First of all, it can be seen from transcript B that, all of the teachers teach about 25 to 30 hours in a week, and average number of students in each classroom is 30 to 50. They state that they do not have any spare time for research. They also say that giving sit-down examination 2 to 3 times for each class and marking them also prevent them from carrying out any survey. It is necessary that teachers should be supported financially in order to afford research expenses and teach 10 to 15 hours in each week. In addition, an important idea was suggested by a female teacher, who states that they have to consider

family responsibilities, teaching and research at the same time. Another important idea suggests that teachers should submit their research results to the Ministry which should also take into account these suggestions. In general, my informants have shown great interest in the teachers researcher movement and mean of this tendency has been **100.00%** for this survey.

7.14 Summary Information on Data Analysis

The main finding of this survey is that although all my interviewees have responded to question one negatively, and have not done or been involved in action research so far; they apply, at least, half of the principles of action research. Since interview questions have been taken from ‘the objectives of action research in literature’, this implies that these questions should be implemented by teachers as much as possible. Hence, any interview question which has been done by my informants has been marked as plus (+) in order to classify and calculate the general results of this survey. Besides, any question which has not been done by these informants has been marked as minus (-). For our current data analysis, it is sufficient to take into account teachers’ positive (+) responses, which show current application of asked questions. These plus and minus values have been shown in Appendix C. Then, every teacher’s mean score has been calculated through the division of total questions (14) with total plus of any teacher. Here, any teacher’s mean score also indicates his/her current rate of action research application. In this way, all the teachers’ mean scores have been calculated and included in Appendix D. The mean of all teachers’ mean has been **62.98%** for all teachers. This score also shows the general applicability rate of action research in Turkey.

Data has also been calculated according to types of schools. Since I chose ‘four’ different types of schools and interviewees at these schools, I also aimed to see ‘the most and less’ likelihood of applying action research at these schools. For that reason, 6 more mean scores have been calculated from the current data. In other words, these six mean scores show the differences between ‘language-based curriculums’ and nonlanguage-based curriculums’. Mean scores are as follows:

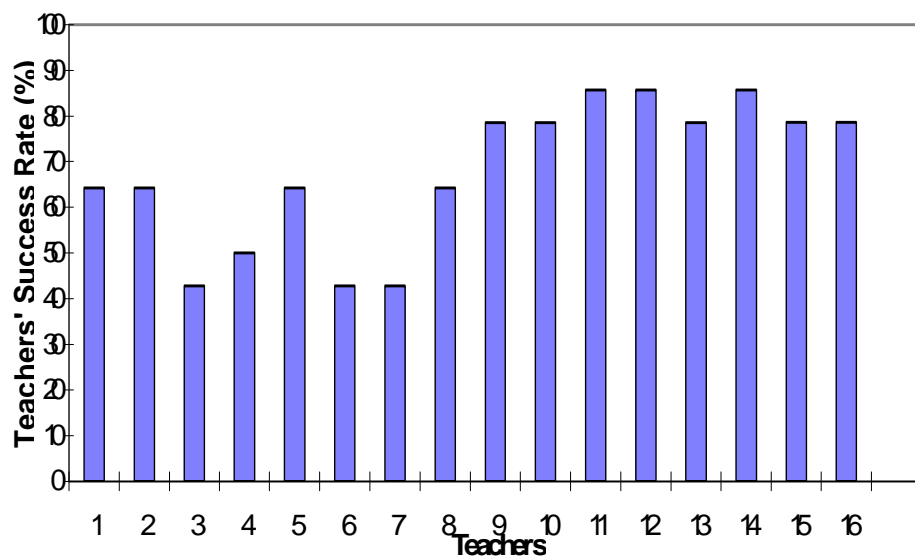
--Mean score for secondary schools	55.35
--Mean score for nonlanguage-based high schools	53.56
--Mean score for limited language-based high schools	82.14
--Mean score for language-based high schools	80.35

What this small-scale survey may suggest is that applying an action research study at those schools which use language-based curriculums seems to be higher than those which do not use this type of curriculum. As I have applied this study to two cities in Turkey, I cannot say that the data results statically represent the whole population of teachers in Turkey.

Consequently, it requires another study to analyse this partial study as detailed.

In addition, all teachers’ positive responses for question 1, 2, 3,...12, 13, and 14 have been calculated ‘vertically’ and the mean score has been found through the division of the total number of teachers with total plus. In doing so, each interview question has been analysed one by one. For example, all the teachers’ responses to question one are negative, and their awareness of action research $100.0/16=00.00$ (zero). Likewise, individual analysis of each question has been included in chapter seven. In general, two different reasons have determined my data results. One is the teachers’ own endeavours, which they are supposed

to do, and the other is external constraints. For example, communicating with the university or attending inservice training depends on other peoples' permission. The following table (2) indicates all teachers' mean scores individually.



7.15 General Findings of This Survey

--Although most of the teachers admit that they have not been involved in 'action research' before, the results of this survey reveals that, though unknowingly, they do apply some principles of action research.

--Teachers who teach at language-based schools are happy with the curriculum whereas teachers who teach at nonlanguage-based schools are not happy with it.

--Most of the teachers need to change the curriculum and they get good outcomes from those changes.

--Most teachers critically evaluate themselves and their teaching process.

- They discover new or important things during their teaching processes.
- Most of the teachers generally do classroom observations.
- Teachers try to deal with problematic issues when they have spare time.
- Most teachers get clues from students' oral talks and written examinations.
- Discussion about foreign language teaching is done by half of the teachers.
- One third of the teachers (37.50) are able to follow recent developments.
- There is not any communication between academicians and language teachers.
- Most of the teachers have attended inservice training, and all of them have the desire to attend those courses when they are offered a place.
- All teachers approve of 'teachers as researcher movement' in appropriate conditions.
- Rate of applying action research study at nonlanguage-based schools has been **54.45%** and at language-based schools **81.24%**. Mean of the both schools has been **62.98%**. These findings suggest that action research can be applied at language-based high schools in Turkey.

Chapter Eight: Remedial Suggestions for the Current Conditions

8.1 Re-evaluation of Teacher and Inservice Training

There are many factors which influence teachers' approach to their work, and the strategy which they employ to achieve their goals. The context in which the teachers work also influences teaching. Different teaching settings creates particular roles for teachers, and these roles can be developed as needs analyst, curriculum and material developer, researcher, professional as well as teacher. Previous reasons and continual developments require regular evaluation of teacher and inservice training. In this survey, teacher training refers to student teachers' education at faculties (undergraduate) in Turkey. The goals and structure of the training programmes are generally determined in two ways. In some institutions, course lecturers are autonomous, and free to make decisions concerning course goals, materials and methods; whereas decisions about the above mentioned topics are made by an institution or a programme director in other institutions. As has been explained in curriculum reform, the faculty board must follow the recent ideas and applications in teacher training and make the necessary changes without getting permission from somewhere else. Teachers should be given opportunities in working in schools where they make their own decisions about course goals, syllabus contents, materials and the ways of monitoring their classrooms. In the current system of teacher training, lecturers put emphasis on some modules such as Grammar, Translation, English Literature and Methodology. In general, linguistic modules seem to be a new phenomenon and among the 30 foreign language teaching departments, only 2 or 3 of them offer linguistic modules. For example, Second Language Acquisition, Research Methods, Sociolinguistics are completely new modules.

After student teachers have graduated from faculties, initial teacher training should not be seen as sufficient for a life time's career. The gap between theory-practice and recent developments can be compensated for inservice training. As previously stated, a large proportion of my informants tend to attend these courses in Turkey. They can attend these courses during the long summer holiday and the course lasts one or two months. My interviewees have said that they generally reviewed teaching methods and techniques. It is important that nobody said that they have been introduced to either new modules or research during these courses. From this, we can infer that lecturers and modules involved in inservice training centers should also be examined. In general, not only foreign language teachers, but all other teachers should be invited to these courses regularly.

8.2 Curriculum and Syllabus Reform

It is apparent that action research and curriculum development go together, and saying 'there is no curriculum development without teacher development' supports this assumption. We can apply curriculum change for a number of reasons. For example, we can look at curriculum planning at decision making in relation to learners' need and purposes, establishing goals, selecting and grading content, developing materials and assesment tools. We can also study curriculum in action and this takes us into the classroom itself. Another reason relates to assesment and evaluation of students' success and teachers' findings. In addition, we might study the management of the teaching at an institution. In the same context, we have to consider different types of discussions between curriculum development and syllabus design. For example, Nunan (1988) says that 'curriculum' refers to planning, implementation, evaluation and administration of education programmes whereas 'syllabus' focusses on the selection and grading of contents. That is, the curriculum is large scale but the syllabus is small scale planning. We

also have to consider the relation between our objectives and types of syllabuses such as process-oriented, product-oriented, grammatical or content-based syllabuses. Contents of the syllabuses at secondary and high schools aim for students to pass the university entrance examination and it can be called grammatical syllabuses. Contents of syllabuses at foreign language teaching departments aim for student teachers to learn ‘methods and techniques of foreign language teaching’. So, it can be called a procedural or task-based syllabus. For that reason, if we enable our foreign language teachers to apply, at least, small scale classroom research, they can measure the effectiveness of contents, methods, and materials in general. This requires them to be familiar with research methods and techniques in general. Currently, any module in the name of research method has not been included in the curriculum of these departments. Thus, we need curriculum reform at these departments to enable teachers to have an insight into research methods in Turkey. Additionally, curriculums of those departments are controlled by the Council of Higher Education. This kind of intervention should be minimised or eliminated. Meanwhile, we do not know if there are any lecturers who have a sufficient background in research methods and teach it satisfactorily. Last but not least, the curriculums and syllabuses of secondary and high schools are generally determined by the Ministry of Education and controlled by head teachers and inspectors. Teachers are not allowed to make any change. Thus, we need to persuade our administratives and the Ministry of Education to make them believe in the necessity of these changes. In general, curriculum and syllabus reforms through teacher researcher movement at these institutions will facilitate foreign language teaching in Turkey.

Chapter Nine: Conclusion

It was earlier noted that the aim of this work is not to teach the concept of action research to foreign language teachers, but it has aimed to survey the best appropriate conditions of applying an action research study at secondary or high schools in Turkey. In the first place, I found it difficult to arrive at a conclusion as all the interviewees expressed their unfamiliarity with the phenomenon of action research. However, as far as the data results are concerned, I have come to the conclusion that teachers currently apply, at least, some of the principles (objectives) of action research and the mean score of this survey has been 62.98 for all teachers who have been interviewed.

Since the aim of this survey was to research the current conditions at different schools, it was also aimed to illustrate the most and less appropriate settings. For this purpose, four more mean scores were calculated for each type of school. This was important to indicate various and the best conditions at the same time. Although most of the data have been analysed descriptively, some statistical information has been included to give a more clear idea about current results. Since much has been explained about data results in chapter 6, 7 and 8, suffice it to say that language-based high schools seem to be the best appropriate settings to apply action research study. However, as data has been a partial survey in two cities of Turkey, it is not possible to claim that the data results statistically represent the whole population of teachers in Turkey. Thus, we may apply a large scale survey to collect teachers' attitude towards action research from each city by interviewing equal number of male and female teachers at each type of school. So, this requires another study to analyze it as detailed. Due to six types of triangulations, internal, external validity and reliability, it is difficult to call this work as a survey. However, based-on 16 teachers' interviews and

their data analyses, this study has suggested that action research is a new phenomenon for Turkish foreign language teachers. Although teachers did not seem to be familiar with it, action research study at language-based high schools looks highly promising.

- Q-1) Have you ever been involved in action research so far?
- Q-2) Are you happy with your curriculum? Why?
- Q-3) Do you feel the need to change the curriculum when you need necessary?
- Q-4) If so, what are the outcomes of those changes?
- Q-5) Do you reconsider or criticize methods or techniques you used in previous lessons?
if yes How?
- Q-6) Do you discover anything new about your teaching?
- Q-7) Is it possible for you to explain lesson and observe the classroom at the same time?
- Q-8) Do you have time to deal with the problematic, unmotivated students individually?
if yes How?
- Q-9) Can you get clue or hints from students' talk, mistakes in language use to give them
feedback?
- Q-10) Do you have any discussion among foreign language teachers concerning language
teaching?
- Q-11) Can you follow the developments in your field? if yes Which ones?
- Q-12) Is there any communication between foreign language teachers and academicians
at the university in your area?
- Q-13) Have you ever attended in-service training? if yes When and Topics?
- Q-14) What do you think about 'teacher researcher movement'?

Thanks for your cooperation.

APPENDIX -B: Sixteen Interview Transcripts

Name and Surname:: Mehmet Yurtsever.

School : : 23 Nisan Secondary School in Samsun.

Q-1) *Have you ever been involved in action research so far?*

A-1) No I have not, I have done some studies but not in terms of action research.

Q-2) *Are you happy with your curriculum? why?*

A-2) I'm happy with the latest publications, not with old ones, but the number of English course per week is three hours, so I'm not able to explain all the topics included in the curriculum.

Q-3) *Do you feel the need to change the curriculum when you need necessary?*

A-3) Not the curriculum but I try to give extra things like little review or connection with other topics and so on.

Q-4) *If so, what are the outcomes of those changes?*

A-4) Students understand well, that is a result of method.

Q-5) *Do you reconsider or criticize methods or techniques you used in previous lessons? if Yes, How?*

A-5) Of course, that is, I plan to give extra things, how must I spend class hour properly?

Q-6) *Do you discover anything new about your teaching?*

A-6) That is, children's perception levels are different in my classrooms, for that reason I choose and ask my questions according to their levels, this makes understanding easier.

Q-7) *Is it possible for you to explain lesson and observe the classroom at the same time?*

A-7) It is a certain necessity to observe the classroom in explaining the course, students must be motivated and activated... that is.....in terms of pedagogical formation.

Q-8) *Do you have time to deal with the problematic, unmotivated students individually? if Yes, How?*

A-8) Yes, I do If I have spare time, I teach **30** hours in a week, as long as I have spare time I do, during the breaks, that is it.

Q-9) *Can you get clue or hints from students' talk, mistakes in language use to give them feedback?*

A-9) Yes but I can reteach common mistakes, there are **54** students in each classroom, I do not have sufficient time to explain their mistakes individually.

Q-10) *Do you have any discussion among foreign language teachers concerning language teaching?*

A-10) Of course we have these kinds of discussions like 'what can be done any more about language teaching? It is true that students' environment is not appropriate in improving their language, so we have discussions and meetings to help them.

Q-11) *Can you follow the developments in your field? if Yes, Which ones?*

A-11) No I cannot, because they are too expensive to buy.

Q-12) *Is there any communication between foreign language teachers and academicians at the university in your area?*

A-12) Not with the university but sometimes Ministry's representatives come and give lectures.

Q-13) *Have you ever attended inservice training? if Yes, When?*

A-13) Yes yes, I attended in 1983 and we practiced the application of methods, it was useful.

Q-14) *What do you think about teacher as researcher?*

A-14) Certainly teachers must be researchers as long as they have spare time and financially supported, I can do it according to ongoing conditions, firstly I teach **30** hours each week beside, I must look after my family that is I must not ignore them in studying.

Name and Surname: Jale Yolcu

School :Hamdullah Suphi Tanrioer Secondary School in Ordu

Q-1) *Have you ever been involved in action research so far?*

A-1) No I have not, I have not done this kind of research so far.

Q-2) *Are you happy with your curriculum? Why?*

A-2) No I'm not, some new books have been published but there are some topics which must be deleted or added, for example, Simple Present Tense has been explained with long sentences, it can be explained with simple sentences.

Q-3) *Do you feel the need to change the curriculum when you need necessary?*

A-3) Generally speaking, I try to apply what the curriculum contains but I explain the topics simply, when students are having difficulty in understanding, in that case I do not explain the details of topics.

Q-4) *If so, what are the outcomes of those change?*

A-4) Of course these kinds of facilitations help children in understanding but since my classroom are crowded, I cannot be helpful for everybody in the classroom.

Q-5) *Do you reconsider or criticize methods or techniques you used in previous lessons? if Yes How?*

A-5) Certainly, it happens like that, for example, If I cannot get good outcomes from the course which I explained in classroom A, I apply different method or technique in classroom B.

Q-6) *Do you discover anything new about your teaching ?*

A-6) Yes, I have noticed that students understand daily and funny things easily, besides If I use role play, mime or gesture in explaining lesson, these are more effective.

Q-7) *Is it possible for you to explain lesson and observe the classroom at the same time?*

A-7) I can say that, firstly teachers must control the students, that is students must listen to teachers, my classrooms are crowded, **55** students in each classroom, each lesson takes **40'**, it is difficult to do both.

Q-8) *Do you have time to deal with the problematic, unmotivated students individually? if Yes How?*

A-8) Yes, If the situation is specific I try to solve that after the course, I try to motivate and encourage them, for example, there are **50** students in grade 1, explaining lesson, motivating students, answering exercises are impossible in **40'**.

Q-9) *Can you get clue or hints from students' talk, mistakes in language use to give them feedback?*

A-9) Yes I can, I apply quiz before examinations and I reteach common mistakes Which I have noticed in quiz and exams.

Q-10) *Do you have any discussion among foreign language teachers concerning language teaching?*

A-10) Yes, I have another friend, I always consult him, for example I had a talk with him about passive voice last week.

Q-11) *Can you follow the developments in your filed, if Yes Which ones ?*

A-11) No, I cannot, because it is impossible in Ordu, I do not know much about it, I was following a magazine called Scala while working in Istanbul.

Q-12) *Is there any communication between foreign language teachers and academicians at the university in your area?.*

A-12) Unfortunately not, I would love to, I do not know what can be done about this topic?

Q-13) *Have you ever attended inservice training? if yes When and Topics?*

A-13) Yes I have attended once, it was ten years ago, topics were methods techniques and general language teaching problems.

Q-14) *What do you think about teacher as researcher?*

A-14) All teachers must be researchers but conditions must be proper for research, research also depends on teacher's individual effort.

Name and Surname: Ayfer Emeksiz
School : Secondary School in Ordu

Q-1) *Have you ever been involved in action research so far?*

A-1) No, I have not been involved in this kind of research so far.

Q-2) *Are you happy with your curriculum? Why?*

A-2) Generally speaking, I'm happy with the curriculum, but topics are difficult, compulsory course is three hours each week, it is difficult to explain all the topics included in the curriculum.

Q-3) *Do you feel the need to change the curriculum when you need necessary?*

A-3) Sometimes yes, I change the order of topics and exercises as well.

Q-4) *If so, what are the outcomes of those changes?*

A-4) With the result of this change, students can understand easily.

Q-5) *Do you reconsider or criticize methods or techniques you used in previous lessons? if Yes How?*

A-5) Of course, Yes. (No more answer)

Q-6) *Do you discover anything new about your teaching?*

A-6) Students' possibility of understanding the topic improves, when they like the topic, I try to explain daily or living subjects which can catch their attention.

Q-7) *Is it possible for you to explain lesson and observe the classroom at the same time?*

A-7) Of course, I observe the classroom, students' gesture and mimics, their face expressions indicate if they understood or not, but I cannot observe them while explaining the lesson, I ask questions about the topic, If I do not get the right answer, I explain the topic again.

Q-8) *Do you have time to deal with the problematic, unmotivated students individually? if Yes, How?*

A-8) I hardly deal with them individually, my classrooms are crowded, it is an important factor, there are 45 students in each classroom.

Q-9) *Can you get clue or hints from students' talk or mistakes in language use to give them feedback?*

A-9) No, I do not take note or write down mistakes, but I correct the common mistakes in the classroom.

Q-10) *Do you have any discussion among foreign language teachers concerning language teaching?*

A-10) I have another colleague here, He teaches in the morning and I teach in the afternoon, we seldom see each other, since I teach 30 hours each week, it is really difficult to have these kinds of meetings.

Q-11) *Can you follow the developments in your field? if Yes Which ones?*

A-11) It seems that it is impossible in Ordu, I cannot find books or newspapers in English, they are not available, that is I cannot get them.

Q-12) *Is there any communication between foreign language teachers and academicians at the university in your area?*

A-12) No, it never happened.

Q-13) *Have you ever attended inservice training? If Yes, When and Topics?*

A-13) Yes I have attended once, It was twenty days course, topics were the repetition of methods.

Q-14) *What do you think about teacher as researcher?*

A-14) Teachers, of course, must be researchers, but conditions are not convenient, we cannot apply research as a housewife, I have extra responsibility.

Name and Surname: Necmi Alper
School : Utku Acun Secondary School in Ordu.

Q-1) *Have you ever been involved in action research so far?*

A-1) No, I have not.

Q-2) *Are you happy with your curriculum? Why?*

A-2) No, because it covers too much topic and is difficult according to students' level, lesson and terms are short.

Q-3) *Do you feel the need to change the curriculum when you need necessary?*

A-3) Yes, I change it sometimes, I use my own exercises about topic, I need to bring my own exercises.

Q-4) *If so, what are the outcomes of those changes?*

A-4) As a result, I have realized that students can understand better than previous ones, better understanding.

Q-5) *Do you consider or criticize methods or techniques you used in previous lessons?*

A-5) Yes, It happens sometimes, I try to explain the same topic in different classrooms by using different techniques, After considering the technique or the method which will be used by me, I apply them.

Q-6) *Do you discover anything new about your teaching ?*

A-6) Yes, it happened like that, role play in explaining the reading and demonstration in teaching vocabulary became more effective.

Q-7) *Is it possible for you to explain lesson and observe the classroom at the same time?*

A-7) In explaining the lesson, I keep an eye on students in general, that is general observation.

Q-8) *Do you have time to deal with the problematic unmotivated students individually? if Yes How?*

A-8) My classrooms are crowded, there are 40 students in each classroom, English lesson is three hours in a week, I cannot help them as much as possible.

Q-9) *Can you get clue or hints from student's mistakes, talks in language use to give them feedback?*

A-9) I cannot do this individually but I correct their common mistakes immediately during the course.

Q-10) *Do you have any discussion among foreign language teachers concerning language teaching?*

A-10) No, Those kinds of activities did not happen, so I did not attend, There is not another language teacher in this school, I do not have any contact with the other colleagues in other schools as well.

Q-11) *Can you follow the developments in your field? if Yes Which ones?*

A-11) Finding and following them are difficult, it is necessary to have contact with booksellers or publishing companies in order to get them.

Q-12) *Is there any communication between foreign language teachers and academicians at the university in your area?*

A-12) Unfortunately not, it has not happened so far.

Q-13) *Have you ever attended inservice training?*

A-13) No, I have not, I'm in the second year of my teaching, If I'm invited, I will attend.

Q-14) *What do you think about teacher researcher?*

A-14) Teachers certainly must be researchers, they must update their knowledge, for example I teach at the secondary school, I must follow and learn the topics which have not been included in my curriculum.

Name and Surname: Meltem Dumanoglu
School : Fatih High School in Ordu.

Q-1) *Have you ever been involved in action research so far?*

A-1) No I have not.

Q-2) *Are you happy with your curriculum? Why?*

A-2) Yes, we do not follow the Ministry's curriculum, we choose our books, for that reason, we are generally happy about our curriculum.

Q-3) *Do you feel the need to change the curriculum when you need necessary?*

A-3) We change even our curriculum from time to time, innovation is always good, we apply some changes according to students' perception level.

Q-4) *If so, what are the outcomes of those changes?*

A-4) Of course, they understand well, they get higher mark.

Q-5) *Do you re consider or criticize methods or techniques you used in previous lesson? if so How?*

A-5) Yes, I teach at three different classrooms and if I feel any shortcomings of myself in teaching lesson at one classroom, I try to use different methods in explaining the same topic at another classroom.

Q-6) *Do you discover anything new about your teaching?*

A-6) Yes, like that, if teaching through play is successful in one classroom, this technique is firstly tried in teaching a new topic at another classroom, or this kind of thing happens in the form of more interesting examples.

Q-7) *Is it possible for you to explain lesson and observe the classroom at the same time?*

A-7) Those whom I teach this year were my students last year as well, for that reason, I know their ability and perception level, firstly I consider their ability and capacity in understanding new topic.

Q-8) *Do you have time to deal with the problematic, unmotivated students individually? if Yes How?*

A-8) Yes, I try to do it as much as possible, but I teach **28** hours each week, I help them in my spare times, during breaks.

Q-9) *Can you get clues or hints from students' talks, mistakes in language use to give them feedback?*

A-9) Yes, after I had taught any course, I get my students to explain lesson in role-play, while they are doing this, we take notes and observe their mistakes, at the end, we tell their mistakes.

Q-10) *Do you have any discussion among foreign language teachers concerning language teaching?*

A-10) Yes, currently we teach a new book, for that reason, we always consult one another.

Q-11) *Can you follow the developments in your fields? if Yes Which ones?*

A-11) I'm a linguistic graduate, I can follow the issues or magazines published by my university, besides, it is difficult to find those publications in Ordu, but when I'm in Ankara, I buy those publications.

Q-12) *Is there any communication between foreign language teachers and academicians at the university in your area?*

A-12) No there is not any communication.

Q-13) *Have you ever attended inservice training? if Yes, When and Topics?*

A-13), No, since I teach for one year, I have not attended yet, If I'm invited in the future, I will attend.

Q-14) *What do you think about teacher as researcher?*

A-14) Teachers must apply some research, it is difficult to explain lesson properly without looking at several different sources.

Name and Surname: Nevin Inanc
School : Mithatpasa High School in Samsun

Q-1) *Have you ever been involved in action research so far?*

A_1) No I have not.

Q-2) *Are you happy with your curriculum? Why?*

A-2) Yes, I'm happy with the current curriculum because we choose the books at language-based high schools, we do not complain about it.

Q-3) *Do you feel the need to change the curriculum when you need necessary?*

A-3) No, we do not need to change either the curriculum or the plan because we are happy about it.

Q-4) *If so, what are the outcomes of those changes?.*

A-4) Since we apply the normal plan, all of the students can understand topics, examination results are generally good.

Q-5) *Do you reconsider or criticize methods or techniques you used in previous lessons? if Yes How?*

A-5) Yes, I believe that, experienced teachers can or will do reconsideration or critique well.

Q-6) *Do you discover anything new about your teaching?*

A-6) Certainly yes, when I understood that some phenomena were understood easily by the students, I always apply these new things in teaching.

Q-7) *Is it possible for you to explain the lesson and observe the classroom at the same time?*

A-7) Since I teach 8 hours in a week, I have opportunity to observe them, I use observation in general meaning, that is, I can identify which student is motivated, understood or dissatisfied with the lesson.

Q-8) *Do you have time to deal with the problematic, unmotivated students individually? if Yes How?*

A-8) Yes, I try to deal with them as much as possible, but there are **40** students in my classroom, I can help them when the situation is specific.

Q-9) *Can you get clue or hints from students' talks or mistakes in language use to give them feedback?*

A-9) Yes, like that, I can have chance to tell their common mistakes, besides, in marking their examination papers, I take note and explain their mistakes.

Q-10) *Do you have any discussion among foreign language teachers concerning language teaching?*

A-10) Yes, we are always in communication and cooperation, since we use this room as our office, we can discuss as much as possible.

Q-11) *Can you follow the developments in your field? if Yes Which ones?*

A-11) Several publishing companies send us issues and books regularly, in addition, we have attended meetings and seminars several times.

Q-12) *Is there any communication between foreign language teachers and academicians at the university in your area?.*

A-12) No, there is not any communication but student teachers from the university come and practice at our school one and half month.

Q-13) *Have you ever attended inservice training? if Yes When? and Topics?*

A-13) Yes I have attended once.

Q-14) *What do you think about teacher as researcher?*

A-14) Teachers must be researchers, but conditions must be appropriate, for example, they must collect materials from different sources before explaining their topics, in general, I teach **30** hours in a week, If I teach **15** hours every week, I can have spare time to investigate anything.

Name and Surname: Fahrettin Alemdar
School :Theology High School in Ordu

Q-1) *Have you ever been involved in action research so far?*

A-1) No, I have not done such a research.

Q-2) *Are you happy with your curriculum? Why?*

A-2) Yes, we choose our books because we apply language-based curriculum.

Q-3) *Do you feel the need to change the curriculum when you need necessary?*

A-3) Yes, since we choose our books, we do not need to change books and the curriculum, but if we notice any weakness in our daily plan, we take notes and change the relevant parts.

Q-4) *If so, what are the outcomes of those changes?*

A-4) Since we are happy with the curriculum and books, students generally get higher mark.

Q-5) *Do you reconsider or criticize methods or techniques you used in previous lessons? if Yes How?*

A-5) Yes, firstly I explain the topic, then I get students to solve the exercises, if they solve them, no problem, if they cannot, I re-teach the topic by using different method or techniques.

Q-6) *Do you discover anything new about your teaching?*

A-6) Yes, apart from known methods and techniques, if students are still having difficulty in understanding topic, I apply a method which experienced several times, For example, I teach new sound by using sound analogy between the two languages, this kind of analogy is more useful.

Q-7) *Is it possible for you to explain lesson and observe the classroom at the same time ?*

A-7) I observe the classroom in general, firstly I motivate students by telling a story or wise-crack, then review the previous lesson and explain the new lesson, I apply this kind of process.

Q-8) *Do you have time to deal with the problematic, unmotivated students individually? if Yes How?*

A-8) If any student does not care the topic, interrupts the lesson, I prefer to talk to him individually, if I need it necessary, I may invite his parents to discuss the situation.

Q-9) *Can you get clue or hints from students' talk or mistakes in language use to give them feedback?*

A-9) Yes it happens like that, I correct their mistakes orally in solving exercises, besides, in marking their examination papers, I take note and tell them.

Q-10) *Do you have any discussion among foreign language teachers concerning language teaching?*

A-10) Not so much, but we ask other teachers in the case of need, for example, we may consult a music teacher in teaching an English song.

Q-11) *Can you follow the developments in your field? if Yes Which ones?*

A-11) Yes, I try to follow an English newspaper called Daily News, besides, I try to get issues from the Cultural Association.

Q-12) *Is there any communication among foreign language teachers and academicians in your area?*

A-12) No, you know, there is not any university in this city, and we do not have any communication with other universities at this area.

Q-13) *Have you ever attended in service training? if Yes When and topics?*

A-13) I have attended twice, I have applied this year and have been accepted , I will attend this year too.

Q-14) *What do you think about teacher as researcher?*

A-14) Research is not a narrowly defined phenomenon, one can research about everything, teacher is a person who teaches what he knows but teacher is not a person who knows everything, it is necessary for teachers to become proficient in their field, conditions must be appropriate for research, teachers who research anything must be able to submit their reports to Ministry and that institution must take into account these reports.

Name and Surname:Yasar Sen
School :Commercial High School in Ordu.

Q-1) *Have you ever been involved in action research so far?*

A-1) No I have not, I do some studies, I do not know If it is action research or not.

Q-2) *Are you happy with your curriculum?*

A-2) Yes there are different curriculums at our school, since we apply language based curriculum, we are happy about it, the other point is we choose our books.

Q-3) *Do you feel the need to change the curriculum when you need necessary?*

A-3) Yes, we do some changes when it is necessary, the reason is that, sometimes students have difficulty in understanding topics, their perception and proficiency levels are different.

Q-4) *If so, what are the outcomes of those changes?*

A-4) Of course, these kinds of changes lead students to a positive result, they get good marks.

Q-5) *Do you reconsider or criticize methods or techniques you used in previous lessons? if Yes Why?*

A-5) Yes, it generally happens, but I must say that this kind of activity can be reached through experience for example, suggested methods or techniques in teachers' book are not so helpful, so I always reconsider or criticize the methods or techniques which will be used by me.

Q-6) *Do you discover anything new about your teaching?*

A-6) Yes It happened sometimes, it depends on one's teaching experience, if teacher knows students' ability and apply suitable method, that method is the best according to me.

Q-7) *Is it possible for you to explain lesson and observe the classroom at the same time?*

A-7) I can say that I do classroom observation, because there are **24** students in each classroom, that is, the number of students is less relative to other classroom.

Q-8) *Do you have time to deal with the problematic, unmotivated students individually? if Yes, How?*

A-8) I assume that there can be 1 or 2 students as you mentioned in each classroom, I can deal with these kinds of specific situations, besides, there are some more clever students who need special care.

Q-9) *Can you get clue or hints from students' talk, mistakes in language use to give them feedback?*

A-9) Yes, I correct their oral mistakes immediately, in doing so, it is important to pay attention to their personality in correcting mistakes, if I notice something is important, I tell one's mistakes individually during the breaks in order not to cause him depressed or so.

Q-10) *Do you have any discussion among foreign language teachers concerning language teaching?*

A-10) Yes, but we do not have these meeting regularly, but if we face any problem or teaching a new problem or phenomenon, we try to solve that thing by consulting each other.

Q-11) *Can you follow the developments in your fields? if Yes, Which ones?*

A-11) Personally, I follow some books and issues sent by a publishing company regularly.

Q-12) *Is there any communication between foreign language teachers and academicians at the university in your area?*

A-12) Unfortunately not, there is no communication, I do not know its reasons.

Q-13) *Have you ever attended inservice training? if Yes, When and topics?*

A-13) Yes, totally I attended 5 or 6 times, besides, I attended local meetings as well, I believe that these courses are useful, because we have chance to discuss with other colleagues about methods and techniques,

Q-14) *What do you think about teacher as researches?*

A-14) It is necessary to become researchers for teachers, but we must consider conditions firstly, we should have free time, applying sit-down examination three times each term, marking them, marking homework takes too much time, I cannot remember the other necessary things now.

Name and Surname:Sevgican Ates

Institution :Seckin Kadro Language Centre in Ordu.

Q-1) *Have you ever been involved in action research so far?*

A-1) No I have not, but I applied some other research.

Q-2) *Are you happy with your curriculum? Why?*

A-2) No, generally speaking, I'm not happy with the curriculum prepared by Ministry, topics covered in the curriculum must be appropriate with the students' level, for example, the topics covered in the high school curriculum are difficult, it is difficult to teach them if students do not have enough background.

Q-3) *Do you feel the need to change curriculum when you need necessary?*

A-3) Yes I often change the curriculum, if I applied it, the rate of success would be lower.

Q-4) *If so, what are the outcomes of those changes?*

A-4) As a result of those changes, students get higher marks, besides, I noticed that students' practice in language use has improved.

Q-5) *Do you reconsider or criticize methods or techniques you used in previous lesson? if Yes, How?*

A-5) Yes, it happened many times, when I criticized myself, I came to conclusion that I should give as much exercises as possible.

Q-6) *Do you discover anything new about your teaching ?*

A-6) Yes I do, I give more emphasis teaching grammar because I prepare my students for the university examinations.

Q-7) *Is it possible for you to explain lesson and observe the classroom at the same time?*

A-7) We must always be an observer, especially foreign language teachers, we always face with new vocabulary and grammar rules.

Q-8) *Do you have time to deal with the problematic, unmotivated students individually? if Yes? How?*

A-8) I try to do as much as possible, I always tell my students that: if they like foreign language, they will learn it easily, when I talked to those kinds of students, their motivation and attitudes changed.

Q-9) *Can you get clues or hints from students' mistakes, talk in language use to give them feedback?*

A-9) Yes, I apply some quizzes which indicate students' common mistakes, shortcoming, I reteach those mistakes, there are 50 students in each classroom, I could not deal with them individually.

Q-10) *Do you have any discussion among foreign language teachers concerning language teaching?*

A-10) Yes, I have contact with my colleagues at other school, I attended a seminar last year as well.

Q-11) *Can you follow the developments in your fields? if Yes? Which ones?*

A-11) Yes, I try to bring them from Ankara and Istanbul, they are not available in Ordu.

Q-12) *Is there any communication between foreign language teachers and academicians at the university in your area?*

A-12) There is not this kind of communication yet.

Q-13) *Have you ever attended inservice training?*

A-13) Yes, I attended once in 1993, topics were teaching methods and techniques, it was three weeks course, I realized that knowing and teaching are different phenomena.

Q-14) *What do you think about teacher as researcher?*

A-14) All teachers must be researchers, language always improves and is in the process of innovation, for that reason, one must be researcher in order to become active and instructive.

Name and Surname: Metin Solmaz

School : Namik Kemal High School In Samsun

Q-1) *Have you ever been involved in action research so far?*

A-1) No, I have not done this type of study.

Q-2) *Are you happy with your curriculum? Why?*

A-2) I can say that the curriculum is good but course books are out of date, especially I'm not happy about the high school books which lack of attractive and daily dialogues.

Q-3) *Do you feel the need to change the curriculum when you need necessary?*

A-3) Yes, I always need to change the topic, and books, sometimes I change them, topics at grade 2 at high school are extremely difficult, there are some good publications for secondary schools.

Q-4) *If so, what are the outcomes of those changes?*

A-4) I give more emphasis to practical speech which increase the rate and possibility of success.

Q-5) *Do you reconsider or criticize methods or techniques you used in previous lessons? if Yes How?*

A-5) Sometimes, every teacher must do that.

Q-6) *Do you discover anything new about your teaching?*

A-6) Yes, I realize that students can understand topics easily about themselves and daily life, for that reason, I try to exploit these topics in my lessons.

Q-7) *Is it possible for you to explain lesson and observe the classroom at the same time?*

A-7) When I spoke in English during course, I noticed that students were interested in other issues, or they did not seem to listen to me, afterwards, I used simple sentences, mother tongue as well.

Q-8) *Do you have time to deal with the problematic, unmotivated students individually? if Yes How?*

A-8) No, it is a difficult event, psychological guidance services at schools must deal with those situations, there are **50** students in my classrooms.

Q-9) *Can you get clues or hints from students' talk, mistakes in language use to give them feedback?*

A-9) Yes, we measure proficiency level of students at the beginning of the term, after determining their levels, seeing their shortcomings, we try to change curriculum.

Q-10) *Do you have any discussion among foreign language teachers concerning language teaching?*

A-10) No, It has not happened so far, there is a misconception among foreign language teachers, for example if you ask a question or a topic to another teacher, you are generally regarded that you do not know English or your proficiency level is not higher etc.

Q-11) *Can you follow the developments in your field?. if Yes Which ones?*

A-11) Hardly ever, books are expensive, sometimes I try to follow books about university examinations and newspaper, that is it.

Q-12) *Is there any communication between foreign language teachers and academicians at the university in your area?.*

A-12) No there is not, even though we have a university in this city.

Q-13) *Have you ever attended inservice training? if Yes, When and topics?*

A-13) Yes, I attended once 15 years ago, it was so useful, they offered dictionary and books.

Q-14) *What do you think teacher as researcher?*

A-14) Certainly, teachers mean researchers, but current conditions determine this process, teachers must be supported financially.

Name and Surname: Aylin Baykal
School : Ordu High School

Q-1) *Have you ever been involved in action research so far?*

A-1) No I have not.

Q-2) *Are you happy with your curriculum? Why?*

A-2) No, I'm not happy about the books published by Ministry which are not at students' perception level.

Q-3) *Do you feel the need to change the curriculum when you need necessary?*

A-3) Yes, sometimes I change topics, any book can be interesting with the effort of teachers.

Q-4) *If so, what are the outcomes of those changes?*

A-4) Of course, they understand topic well and they get higher marks.

Q-5) *Do you reconsider or criticize methods or techniques you used in previous lessons? if Yes How?*

A-5) Yes, for example, I criticized question-answer technique and I realized that technique takes much time when applied to whole classroom.

Q-6) *Do you discover anything new about your teaching?*

A-6) Yes, during the first term, I taught passive voices, students regarded these sentences as meaningless, so I changed my plan and used translation method.

Q-7) *Is it possible for you to explain the lesson and observe the classroom at the same time?*

A-7) This is best done through question-answer technique, besides, proficiency level of some students are lower than others, so, I decreased my teaching speed in the classroom.

Q-8) *Do you have time to deal with the problematic, unmotivated students individually? If Yes, How?*

A-8) No, I cannot, there are **30** students in my classrooms, on the other hand, I teach **30** hours each week.

Q-9) *Can you get clue or hints from students' talk, mistakes in language use to give them feedback?*

A-9) Yes, I can only correct their common mistake immediately, as I expressed earlier, I cannot deal with them individually, that is, students generally make the same mistakes, thus I correct common ones.

Q-10) *Do you have any discussion among foreign language teachers concerning language teaching?*

A-10) No, but I'd love to, it has not happened so far.

Q-11) *Can you follow the development in your field?*

A-11) No, it is difficult to find those materials in Ordu, I cannot follow any of them currently.

Q-12) *Is there any communication between foreign language teachers and academicians at the university in your area?*

A-12) No, it never happened.

Q-13) *Have you ever attended inservice training? if Yes When and topics?*

A-13) No, I have not, I got only one year experience, that is I teach for one year.

Q-14) *What do you think about teacher as researcher?*

A-14) In my opinion, the word 'teacher' always refers to researchers, teachers must update their knowledge, I do not think they will be more helpful unless they improve themselves in terms of language.

Name and Surname: Osman Soysal
School :19 May High School in Samsun

Q-1) *Have you ever been involved in action research so far?*

A-1) No, I have not done such a thing so far.

Q-2) *Are you happy with your curriculum? Why?*

A-2) No I'm not happy , curriculum must be prepared very detailed.

Q-3) *Do you feel the need to change the curriculum when you need necessary?*

A-3) Of course, the curriculum and books are old, for example, I made a study on phrasal verbs, I collected materials from different sources.

Q-4) *If so, what are the outcomes of those changes?*

A-4) The result of those changes are always positive.

Q-5) *Do you reconsider or criticize methods or techniques you used in previous lessons? if Yes How?*

A-5) Yes, of course, these kinds of activities must be done, after explaining each course, I always criticize myself, I'm always in the process of innovation and I regard my last lesson as the best one because I used my whole experience in that lesson.

Q-6) *Do you discover anything new about your teaching?*

A-6) Yes, I noticed that concrete and daily events are more effective, for example 'stopping' when we see red light, is a concrete example.

Q-7) *Is it possible for you to explain lesson and observe the classroom at the same time?*

A-7) There are **35** students in my classroom, I can keep an eye on students to see if they understood or not, if they did not understand, I reteach the topic.

Q-8) *Do you have time to deal with the problematic, unmotivated students individually? if Yes How?*

A-8) Not with all of them at the same time, I can deal with the specific situations for example, if one students gets lower mark than I expected, I invite his/her parents to school and discuss the situation.

Q-9) *Can you get clues or hints from students' talk mistakes in language use to give them feedback?*

A-9) Yes, I take notes in marking their examination paper and explain the common mistakes, not individually, I correct students' oral mistakes immediately.

Q-10) *Do you have any discussion among foreign language teachers concerning language teaching?*

A-10) No, it never happened.

Q-11) *Can you follow the developments in your field? if Yes, Which ones?*

A-11) No, cannot, I wish I could.

Q-12) *Is there any communication between foreign language teachers and academicians at the university in your area?*

A-12) No, there is no communication, teachers and academicians do not know one other.

Q-13) *Have you ever attended inservice training? if Yes When and topics?*

A-13) Yes I attended once, it was one month course, and we revised teaching methods and techniques.

Q-14) *What do you think about teacher as researcher?*

A-14) Each university graduate is a potential researcher, teachers cannot improve their knowledge unless they update their knowledge, for example, language itself produce new vocabulary and phrases, it is necessary to have sufficient background and financial support to research anything.

Name and Surname:Sule Yenel
School :Anatolia High School in Ordu.

Q-1) *Have you ever been involved in action research so far?*

A-1) No I have not.

Q-2) *Are you happy with your curriculum? Why?*

A-2) Yes, since we choose our books, we ourselves plan our curriculum, so we are generally happy about it.

Q-3) *Do you feel the need to change the curriculum when you need necessary?*

A-3) Yes, if we need any change, we change programme and topics.

Q-4) *If so, what are the outcomes of those changes?*

A-4) Generally speaking, even small change gives a fresh atmosphere.

Q-5) *Do you reconsider or criticize methods or techniques you used in previous lessons? if Yes Why?*

A-5) Yes, I do not write down methods and techniques I used, if I regard any of them as important, I take notes and use them in other lessons, as I have enough experience, I can do this reconsideration.

Q-6) *Do you discover anything new about your teaching?*

A-6) Yes, I know that some of my friends do not use translation method in prep classrooms, but I noticed that sometimes translation is more useful at the very beginning in those courses.

Q-7) *Is it possible for you to explain lesson and observe the classroom at the same time?*

A-7) To tell the truth, it is difficult to do both of them, but I say that, I do observation in general meaning, I tell them interesting events, or story, for that reason. I do observation to motivate them.

Q-8) *Do you have time to deal with problematic, unmotivated students individually? if Yes, How?*

A-8) Yes. there are **30** students in my classrooms, if somebody is ill. miserable or unmotivated, I can deal with them, that is, we deal with the specific situations, for example, when I talked to a student last week, she told that she had a family problem, I tried to help and encourage her, after that she got good marks from my lesson.

Q-9) *Can you get clues or hints from students' talks, mistakes in language use to give them feedback?*

A-9) Yes, I correct their oral mistakes in the classroom immediately, besides, I realized that when I told their mistakes in public, that is, in the classroom, they lose their confidence, feel bored, so I prefer to talk individually.

Q-10) *Do you have any discussion among foreign language teachers concerning language teaching?*

A-10) I want to have these kind of discussions but my colleagues do not want.

Q-11) *Can you follow the developments in your field? if Yes which ones?*

A-11) Yes, I follow the issue FORUM, Newsweek company sends some issues, besides we discuss the topic in issues.

Q-12) *Is there any communication among foreign language teachers and academicians at the university in your area?*

A-12) Unfortunately not.

Q-13) *Have you ever attended inservice training ? if Yes when and topics?*

A-13) Yes, I attended in 1987 and 1992 in Denmark, we analyzed various techniques and methods.

Q-14) *What do you think about teacher as researcher?*

A-14) I mean, not only foreign language teachers but other teachers also research, they must follow recent developments.

Name and Surname: Suna Bacinoglu
School : Anatolia High School in Ordu.

Q-1) *Have you ever been involved in action research so far?*

A-1) No, I have not.

Q-2) *Are you happy with your curriculum? Why?*

A-2) Generally speaking yes, because we choose our books, we do not follow the books published by Ministry, for that reason topics are at the level of students' perception level.

Q-3) *Do you feel the need to change the curriculum when you need necessary?*

A-3) I say that I never like technique or methods which I used in previous years, we can differ the weaknesses of the applied methods, so we need some changes every year.

Q-4) *If so, what are the outcomes of those changes?*

A-4) These changes are generally good, for example, we have grammar, speaking, writing courses at prep, classes, so we need to teach grammatical points before speaking courses, so we change the order of topics, students benefit from those changes.

Q-5) *Do you reconsider or criticize methods or techniques you used in previous lessons? if Yes How?*

A-5) I have 15 years experience, and I never liked the techniques or the methods I used in previous lesson, in other words, I always test my teaching, I always produce new types of questions.

Q-6) *Do you discover anything new about your teaching?*

A-6) It happens each year, I think this kind of study comes from one's own experience.

Q-7) *Is it possible for you to explain lesson and observe the classroom at the same time?*

A-7) If I know who answers, who raises his finger or hand (an indication of knowing the question) who is motivated in the classroom, it means that I observe the classroom, so I generally observe the classroom

Q-8) *Do you have time to deal with the problematic, unmotivated students individually? if Yes How?*

A-8) Yes, after teaching a few months, I can differ those kinds of students easily, besides, there are some students who know the answer but do not tell the answer.

Q-9) *Can you get clue or hints from students' talk mistakes in language use to give them feedback?*

A-9) Yes, I correct their mistakes immediately, we correct their common mistakes, and reteach these topics if they do not know, if any student cannot answer, I ask the same question others, I prefer this way in correcting their mistakes as well.

Q-10) *Do you have any discussion among foreign language teachers concerning language teaching?*

A-10) Yes, we always discuss topics or everything, since we teach the same topic at different classrooms, we exchange ideas about methods and techniques.

Q-11) *Can you follow the developments in your field? if Yes which ones?*

A-11) Yes, I follow the Newsweek, I have sufficient number of books, we buy our books at Longman and Oxford, but I cannot follow any newspaper.

Q-12) *Is there any communication between foreign language teachers and academicians at the university in your area?*

A-12) No, it never happened.

Q-13) *Have you ever attended inservice training? if Yes When and topics?*

A-13) Yes, I attended once, topics were the repetitions of methods and techniques.

Q-14) *What do you think about teacher as researcher?*

A-14) All teachers must be researchers but conditions must be prepared.

Name and Surname: Sema Akinoglu
School :Anatolia High School in Ordu.

Q-1) *Have you ever been involved in action research so far?*

A-1) No, I have not.

Q-2) *Are you happy with your curriculum ? Why?*

A-2) Yes, I'm happy with the curriculum.

Q-3) *Do you feel the need to change the curriculum when you need necessary?*

A-3) Sometimes I change it, I produce more example or change topics.

Q-4) *If so, what are the outcomes of those changes?*

A-4) These kinds of changes generally produce good outcomes, we need these changes in order to make students understand this topic well.

Q-5) *Do you reconsider or criticize methods or techniques you used in previous lessons? If Yes, How?*

A-5) Yes, sometimes I criticize myself and the technique or methods I used.

Q-6) *Do you discover anything new about your teaching?*

A-6) Yes, I noticed that some sorts of examples or techniques are more effective, for that reason, I prefer to apply those effective ones in teaching.

Q-7) *Is it possible for you to explain lesson and observe the classroom at the same time?*

A-7) I observe the classroom while explaining the lesson, I discover their shortcomings by asking questions.

Q-8) *Do you have time to deal with the problematic unmotivated students individually? if Yes How?*

A-8) Yes, I particularly deal with students who are not answering or listening to lesson, I catch their attention by asking questions or with eye contact, I ask more questions those students in order to motivate them.

Q-9) *Can you get clue or hints from students' talk, mistakes in language use to give them feedback?*

A-9) Yes, I correct their mistakes during brakes, if I tell their mistakes during the course, they lose their confidence, they are so touchy, so I pay attention to this point very much.

Q-10) *Do you have any discussion among foreign language teachers concerning language teaching?*

A-10) Yes, we have these kinds of discussions during breaks, we are always in the process of discussion, we exchange ideas even working in the corridor of the school.

Q-11) *Can you follow the developments in your field? if Yes Which ones?*

A-11) I try to follow some newspapers and books.

Q-12) *Is there any communication between foreign language teachers and academicians at the university in your area?.*

A-12) Nobody held a meeting for that purpose.

Q-13) *Have you ever attended in service training? if Yes When and topics?*

A-13) Yes I have attended twice, the first one was two week course, the second one 3 week course and they taught us new methods and topics.

Q-14) *What do you think about teacher as researcher?.*

A-14) I think that all teachers must be researchers.

Name and Surname: Mahmut Uslu
School :Anatolia High School in Ordu.

Q-1) *Have you ever been involved in action research so far?*

A-1) No I have not done so.

Q-2) *Are you happy with your curriculum? Why?*

A-2) Yes, I'm happy with the curriculum applied at our high school, but if we talk about the curriculum applied at state high schools, I'm never happy.

Q-3) *Do you feel the need to change the curriculum when you need necessary?*

A-3) Yes, the curriculum applied at both Anatolia and other high schools needs to be changed, besides, if students do not like the topic covered in the textbook, I definitely change, I teach through games, If I notice that they are bored, I try to catch their attention with interesting discussions.

Q-4) *If so, what are the outcomes of those changes?*

A-4) I believe that even small changes I did become useful.

Q-5) *Do you reconsider or criticize methods or techniques you used in previous lessons? if Yes How?*

A-5) Of course, teachers always evaluate and reconsider themselves, they cannot improve themselves unless they criticize themselves.

Q-6) *Do you discover anything new about your teaching?*

A-6) Yes, I noticed that examples about daily life and students themselves are more effective, so I prefer to use this kind of examples.

Q-7) *Is it possible for you to explain lesson and observe the classroom at the same time?*

A-7) Teachers should observe the classroom in explaining the lesson, but this is a general observation.

Q-8) *Do you have time to deal with the problematic, unmotivated students individually? if Yes How?*

A-8) Let's say there are a few students of those types, if I interrupt the course and deal with them, this process is called the ignorance of other students, for that reason, I deal with them during breaks.

Q-9) *Can you get clues or hints from students' talk, mistakes in language use to give them feedback?*

A-9) Yes, I can get these kind of clues but I correct them when the course is over.

Q-10) *Do you have any discussion among foreign language teachers concerning language teaching?*

A-10) Yes, we often have these kinds of discussions or meetings, we always exchange ideas.

Q-11) *Can you follow the developments in your field? if Yes Which ones?*

A-11) No I cannot follow them, they are expensive.

Q-12) *Is there any communication between foreign language teachers and academicians at the university in your area?*

A-12) No, there is not any communication.

Q-13) *Have you ever attended inservice training ?if Yes, When and topics?*

A-13) Yes I have attended once, these kinds of courses are useful in that teachers can update their knowledge.

Q-14) *What do you think about teacher as researcher?*

A-14) Teachers can be researchers if conditions are O.K., political and financial conditions must be appropriate.

APPENDIX-C

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
Mehmet	M	P	M	P	P	P	P	P	M	P	M	M	P	P
Jale	M	M	P	P	P	P	M	P	P	P	M	M	P	P
Ayfer	M	P	P	P	M	M	P	M	M	M	M	M	P	P
Necmi	M	M	P	P	P	P	P	M	P	M	M	M	M	P
Sevgican	M	M	P	P	P	M	P	P	P	P	M	M	P	P
Metin	M	M	P	P	M	P	M	M	P	M	M	M	P	P
Aylin	M	M	P	P	P	M	P	M	P	M	M	M	M	P
Osman	M	M	P	P	P	P	P	P	P	M	M	M	P	P
Meltem	M	P	P	P	P	P	P	P	P	P	P	M	M	P
Nevin	M	P	M	P	P	P	P	P	P	P	P	M	P	P
Fafretin	M	P	P	P	P	P	P	P	P	P	P	M	P	P
Yasar	M	P	P	P	P	P	P	P	P	P	P	M	P	P
Sule	M	P	P	P	P	P	P	P	P	M	P	M	P	P
Suna	M	P	P	P	P	P	P	P	P	P	P	M	P	P
Sema	M	P	P	P	P	P	P	P	P	P	P	M	P	P
Mahmut	M	P	P	P	P	P	P	P	P	P	P	M	P	P
Total (-)	16	6	2	0	2	3	2	2	2	6	10	16	3	0
Total (+)	0	10	14	14	14	13	14	14	14	10	6	0	13	16

APPENDIX-D

Name	Each Teacher's rate of A.R.	Teachers' Mean to Each Question
Mehmet	64,28%	Q1= 0,00%
Jale	64,28%	Q2= 62,50%
Ayfer	42,85%	Q3= 87,50%
Necmi	50,00%	Q4= 100,00%
Sevgican	64,28%	Q5= 87,50%
Metin	42,85%	Q6= 81,25%
Aylin	42,85%	Q7= 87,50%
Osman	64,28%	Q8= 87,50%
Meltem	78,57%	Q9= 87,50%
Nevin	78,57%	Q10= 62,50%
Fahretin	85,71%	Q11= 37,50%
Yasar	85,71%	Q12= 0,00%
Sule	78,57%	Q13= 81,25%
Suna	85,71%	Q14= 100,00%
Sema	78,57%	
Mahmut	78,57%	
Mean=	62,98%	

References

Adelman, C. (1981) 'Conversation Piece: the Practice of Interviewing in Case Study Research' in Adelman (ed) Uttering Muttering, Collecting, Using and Reporting Talk for Social and Educational Research, 27-50, Grant McIntyre.

Allwright, D.&Bailey, K.M. (1994) Focus on the Language Classroom, C. U. P.

Beyer, L. E. (1988) Knowing and acting: Inquiry, Ideology and Educational Studies, The Falmer Press, Philadelphia.

Carr, W.&Kemmis, S. (1991) Becoming Criticcal:Education, Knowledge and Action Research, The Falmer Press, London, Philadelphia.

Cohen, L.&Manion, L. (1996) Research Methods in Education, Routledge, London,

Corey, S. M. (1953) Action Research to Improve Social Practice, Teachers' College, Columbia University.

Demirel, O. (1980) Yabancı Dil Öğretimi, İlkeler, Yöntemler, Teknikler, Usen Yayınları, 6, Ankara.

Ebbutt, D. (1985) 'Educational Action Research, Some General Concern and Specific Quibbles' in R. Burges (ed) Issues in Educational Research Qualitative Method, 145-172, The Falmer Press, London.

Elliott, J.&Whitehead, D. (1980) 'The theory and practice of educational action research', CARN 4, Cambridge Institute of Education, Cambridge.

Elliott, J. (1981) 'Action Research: A Framework for Self Evaluation in Schools', Working Papers, Vol. 1, 1-27.

Elliott, J. (1991) Action Research for Educational Change, Open University Press, Milton Keynes, Philadelphia.

Green, L.&Wallat, C. (1983) 'Issues related to action research in the classroom-The teacher and researcher as a team' in Ethnography and Language in Educational Settings, 87-111, Able&Publishing Company, Nortwood, New Jearsey.

Hill, W. C. (1980) Learning: a survey of psychological interpretations, The Chaucer Press Ltd., Great Britain.

Hodgson, L. (1985) 'Parents Teachers and Alternative Curriculum at Arden' in R. Burges (ed), Issues in Educational Research Qualitative Method, 190-196, The Falmer Press, London.

Hopkins, D. (1990) A Teacher's Guide to Classroom Research, Open Univ. Press.

Hoyle, E. (1974) 'Professionalism, professionalism and control in teaching', London Educational Review, Vol.3, 13-19.

Kemmis, S. (1982) Introduction to Action Research, Deaken University Press, Australia.

Kelly, A. (1985) 'Action research: what is it and what can it do?' in R. Burges (ed) Issues in Educational Research Qualitative Method, 129-150, The Falmer Press.

Lewin, K. (1948) 'Action Research and Minority Problems' in G. Lewin (ed) Resolving Social Conflicts:Selected Papers on Group Dynamics,201-216, Harper&Row Publishers, New York, London.

- McCutcheon, G. (1981) 'The impact of insider' in Nixon (ed) A Teacher's Guide to Action Research, 186-198, McIntyre, London.
- McNiff, J. (1995) Action Research Principles and Practice, Routledge, London, Kent.
- Nixon, J. (1953) A Teacher's Guide to Action Research, Grant McIntyre, London.
- Nunan, D. (1988) Syllabus Design, Oxford University Press, Oxford.
- Nunan, D. (1989) Understanding Language Classroom A Guide for Teacher Initiated Action, Prentice Hall, International.
- Nunan, D. (1994) Research Methods in Language Learning, C. U. P., Cambridge.
- Rogers, G. (1972) 'Classroom reform and teacher reform in the secondary school', London Educational Review, Volume 1, 39-44.
- Rowland, S. (1986) 'Classroom enquiry: an approach to understanding children', in Hustler, Cassidy, Cuff (ed) Action Research in Classroom and Schools, 25-36, Allen&Unwin Press, London.
- Schon, D. A. (1983) The Reflective Practitioners: how professionals think in action, Arena, London.
- Schon, D. (1987) Educating the Reflective Practitioner: towards a new design for teaching and learning in the professions, Josey Bass, USA.
- Stenhouse, L. (1987) 'A process model' in Lee, David (eds) Purpose and Planning in the Curriculum, Hodder&Stoughton (The Open University) Great Britain).

Stenhouse, L. (1988) An Introduction to Curriculum Research and Development, Heinemann, London.

Stringer, E. T. (1996) Action Research A handbook for Practitioners, Sage Publications, London, New Delhi.

van Lier, L. (1994) The Classroom and the Language Learner, Longman, UK, USA

Walcott, H. (1977) 'Teachers vs technocrats: An educational innovation in anthropological perspective', Centre for Educational Policy and Management, University of Oregon.

Zuber-Skerritt, O. (1992) Professional Development in Higher Education A Theoretical Framework for Action Research Kogan Page.