

What Makes a Good Research Paper? Examining Differences and Similarities in Turkish and American Expectations

İyi Bir Araştırma Makalesi Nasıl Olur? Türk ve Amerikan Beklenti Arasındaki Benzerlikler ve Farklar

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Abstract

Success in a research paper is not only about gathering information and presenting your own thoughts and interpretations; equally as important understands the instructor's understanding of what the purpose of research is and what constitutes a "good research paper". Individual instructors often have very different ideas about what the focus of the paper should be and what they are looking for in terms of information, independent thinking, structure, and accuracy of language. These differences become even more marked as universities seek to diversify their student bodies and teaching staff. This study aimed to explore Turkish and American instructors' perceptions regarding the possible influence of their cultural and educational backgrounds on their understanding of a "good" research paper. The data was obtained from interviews of both Turkish and American instructors to examine the similarities and differences in expectations for research assignments. These interviews revealed some differences in how different instructors view research assignments and how they grade them.

Keywords: *internationalization; research assignments; independent thinking; instructors' expectations*

Öz

Araştırma makalelerindeki başarı bilgi toplamak ve fikirlerini ve yorumlarını sunmak kadar eğitiminin iyi bir araştırmadan ne anladığıyla ve iyi bir araştırma makalesinin nasıl olması gerektiğiyle ilgili görüşlerini anlamakla da ilgilidir. Her eğitiminin iyi bir araştırma makalesinin odağında ne olması gerektiğine ve bilgi, bağımsız düşünme, yapısı ve dilin kullanıma dair farklı görüşleri vardır. Üniversitelerin öğrenci ve eğitimci profillerini çeşitlendirme çabalarıyla birlikte bu farklılıklar daha da artmıştır. Bu çalışma da Türk ve Amerikan eğitimcilerin kültürel ve öğrenim geçmişlerinin, onların iyi bir araştırma makalesinden ne anladıklarını nasıl etkilediği araştırmayı amaçlamıştır. Araştırma verileri hem Türk hem Amerikan eğitimcilerle görüşme tekniği kullanılarak elde edilmiştir. Görüşmeler, farklı eğitimcilerin araştırma makalelerine dair görüşlerinin ve onları değerlendirme şekillerinin çok farklı olduğunu ortaya koymuştur.

Anahtar Kelimeler: *Uluslararasılaşma; araştırma ödevleri; bağımsız düşünme; eğitimcilerin beklentileri*

Introduction

Instructors carefully craft their assignments, thinking about questions that will stimulate learning and pique the students' interest, delivering it to students in such a way that the instructor believes will communicate her expectations of them, she sends the students off to do the assignment. Often however, what she believes she has communicated as her expectations and what the students have understood, is radically different and both the instructor and the student are disappointed in the results. "The research assignment by its nature, is usually less structured, even more ambiguous than other assignments, the expectations may be less clear and grading more subjective." (Valentine, 2001) This sentiment is echoed in other writings about literacy practices; "It would appear that literacy practices at university are not clearly agreed upon or even universal in their nature, rather they are contested, resulting in an unclear and confusing path for many students." (Vardi, 2000) This confusion is exacerbated when the students and the instructor come from different cultural and educational backgrounds especially when it comes to assignments that require a combination of research and independent thinking. Both instructors and students assume that they understand what is meant by research and what is meant by independent thinking based on experiences they have had in their education up to that point but educational systems vary from school to school and even more so when schools are separated by continents and cultures that have very divergent ideas of the role of teacher and student. According to Collier and Morgan (2008), it is not enough that students understand the content, in order to demonstrate their understanding, they must also understand the teacher's expectations which are essentially social skills.

Background of the Study

"Globalisation is a powerful and emergent influence on education that has made its way into educational policies . . . and is influencing teaching practices and teacher education" (Wang, Lin, Spalding, Odell, & Klecka, 2011, p. 119), which makes the internationalization of higher education inevitable with the necessities and challenges it has brought along.

Hence, the 21st Century has witnessed the increased and complex internationalization of higher education. According to QS World University Rankings (2012), "One of the most notable trends in the 2012/13 ... is the massive increase in the number of international students in the world's highest ranked universities. The total figure has increased by 10% at the top 100 universities. This is the biggest rise in the history of the rankings." In addition to this, countless numbers of instructors are teaching in countries different from those in which they themselves received their education. This means that more and more frequently instructors and students have very different backgrounds when it comes to how they understand assignments and even how they understand the role of the teacher and the student. This can be a source of frustration for both parties. Instructors at universities that have a high number of international students have commented that "I and my colleagues at institutions across the country (UK) regularly see is that it is often not language that confounds the international learner in our universities, but a lack of understanding of how things are intended to be done." (Schmitt, 2012).

Instructors often view students from different educational backgrounds as lacking in language proficiency because "the qualities of language proficiency, 'critical' thinking skills and awareness of academic culture are often merged, so that readily visible infelicities in language use may be taken as indicators of shortcomings in the other less visible qualities." (Schmitt, 2012).

While worldwide education continues to become more and more diverse and universities value and seek diversity both in their teaching staff and their students, very little is being done to help alleviate the

gaps in understanding that that very diversity creates so both students and instructors can be more effective and receive the outcomes they are looking for.

Internalization of higher education institutions requires understanding regarding how people's languages and cultural and educational backgrounds influence their thoughts, values, actions and feelings, and beliefs. This is often a complex and challenging adaption process, which is described as instructors and students' mobility into a 'third place' (Crozet, Liddicoat & Lo Bianco, 1999, p. 13). This is a place where equal, effective and meaningful intercultural dialogue can be achieved.

It is, therefore, important that instructors begin to understand and reflect on cultural and educational backgrounds of their diverse students and how it affects the work that they do because it is a truism that people's social and cultural identities are unavoidably part of the social interaction when they communicate (Byram, Gribkova & Starkey, 2002).

In this study, we have examined how instructors from different educational and cultural backgrounds view assignments that require both research and independent thinking in order to reveal what students would have to do differently to be successful on the assignment based on the educational background of the instructor. We have also examined how aware instructors are of how their own cultures and educational backgrounds affect how they judge student work.

Methodology

The most well-known categorization of approaches to educational research is quantitative and qualitative distinction (Bell, 1993). Quantitative research design is more concerned with understanding facts and their relationship while qualitative research design is used to explore individuals' understanding of world in a natural setting (Bell, 1993). Each research design has their advantages and disadvantages. The significant point is to choose the research design in line with the purpose, context and nature of the study.

In this study, qualitative research design was followed in order to investigate the expectations that instructors have on assignments that require both research and independent thinking skills and how these expectations affect students' grades and students' English language abilities. The qualitative research design was preferred due to its *emergent nature* (Dörnyei, 2007). That is to say, it is "inductive", with the aim of exploring new and multiple perspectives (Taylor, 2000, p. 101). Therefore, investigating expectations of instructors concerning research papers and independent thinking in depth seemed to reflect the principles of qualitative methodology.

Research Questions

- What are the expectations that instructors have on an assignment that requires both research and independent thinking skills?
- How instructors' expectations on assignments that require both research and independent thinking skills affect students' grades?
- How aware are the instructors of their own cultural and educational expectations?

Setting and Participants

Qualitative data was obtained from Turkish and American instructors of English who were working at Inonu University, Kocaeli University, Mustafa Kemal University, and the Ankara Bar Association in Turkey

during the spring semester of 2013. Our research compares the expectations of American and Turkish instructors with regard to research papers and the role of independent thinking in research papers.

Three American instructors (I1, I2 and I3) and three Turkish instructors (I4, I5 and I6) participated in the study. All of the American instructors hold an MA in Teaching English as Foreign Language and two of the Turkish instructors hold an MA in English Language Teaching. Three of the participants were female and three of them were male. The age of the participants varied between 27 and 42. Participants were chosen according to their willingness to participate in the study.

Data Collection

Interviews were the main method of data collection. In spring of 2013, semi-structured face-to-face interviews with instructors were conducted. The 30–60 minute interviews enabled researchers to explore perceptions, understandings and attitudes of participants and provided a wider range of themes than structured interviews (Fontana & Frey, 2000). All interviews were recorded for analysis and transcribed verbatim afterwards.

The participants were shown three research assignments (see Appendix A). The research assignments were chosen because all of them required both research and independent thinking. They were then interviewed using a series of questions (see Appendix B) about their understandings of what the assignment required and what students would need to do to be successful on this assignment.

Data Analysis

The data analysis of this study was based on grounded theory, which was developed by Glaser and Strauss in the early 1960s. It is a way of analyzing qualitative data that is composed of theoretical sampling, making constant comparisons and using a coding paradigm (Strauss, 1987).

The qualitative data was analyzed through the 'constant comparison method' of qualitative research approach. The variables for data collection were not planned in advance of analysis and inductive reasoning, which began with the data rather than a theory. (Glaser & Strauss, 1967). The thematic categories were emerged after the collection of the data. To verify inter-rater reliability, the data was analyzed and categorized by two researchers independently. The inter-rater reliability was calculated as 90%. Participants were referred to as I1, I2, I3, I4, I5, and I6) in order to preserve anonymity.

Results

The data obtained from the interviews was analyzed and the following categories emerged:

Information vs. independent thinking

All of the instructors agreed that students should gather information from various sources. They specifically mentioned the Internet, going out "into the world", and "turning to their lives" to find answers. Where the responses begin to diverge is in how much emphasis should be placed on gathering information (research) vs. independent thinking (students' opinions and ideas). One of Turkish instructors (I4) said that:

"These questions mainly focus on the students researching some information and maybe after the research they can have some ideas to write and to talk about."

In contrast, one of the American instructors said (I2): *Their own ideas and opinions (are more important) because the research is there to support their own ideas and opinions.*

Beyond understanding the subject, to be successful on a research assignment, a student must also understand how the instructor understands the role of research. This requires a very sophisticated understanding of the instructors' cultural and educational backgrounds; which in many cases, the students have had no prior experience with, and both of them teach in ELT departments in Turkey but their expectations of students are radically different. would have no current access to. Often instructors do not stop to think about or discuss their own assumptions about what the purpose of research is or examine how their cultural and educational backgrounds influence their expectations. They are unaware that their understanding of a research project may be very different from that of their colleagues. This leaves the students to figure out on their own what the instructor expects of them and often they are unable to do so and fail to meet the instructors' expectations.

Requirements for passing

All of the instructors agreed that to achieve a high grade, students need to be well-informed. This means that they all thought the gathering and understanding information from various sources is important. I6 states:

I want to be sure they investigated enough.

I3 claims:

"...show that they've done research not just from one source."

I1 puts forward:

"It would mean you would have to be informed about this issue already or you have to do some research."

I4 says:

"He or she must write about the content."

All instructors value facts and information from various sources and take into account where students got their information from. They also want to see that the student put in the effort to understand the topic of the assignment. None of the participants believe if students do not effectively gather and understand information they should receive a high mark on the assignment. Yet, after that their priorities are very different. One of the Turkish and one of the American instructors mentioned grammar but in different ways. I4 states:

"I punish grammatical mistakes but not for all the composition... For example, at most, 25-30 percent of the composition can be given to grammatical mistakes."

On the other hand, I3 explains:

"I am always thought-driven I don't know if grammar has to be present or not."

This means that research papers can have very similar content but receive very different grades depending on who the instructor is and how much emphasis his or her cultural or educational background places on grammatical accuracy. It might actually possible to get an A from I3 while receiving a C from I4 for the exact same paper.

The participants emphasized the role of the students' ideas in a research paper differently. I1 claims that students cannot get an A unless they discuss their own ideas.

For I3, in order to get an A, a student would have to think about a topic and not just come forth with opinions but ask themselves important questions. Two of the Turkish instructors (I5 and I6) did not mention the place of independent thinking in a research paper at all, but rather focused on sources. I4 mentioned students' ideas but in the context of their causing disorganization within the paper. Therefore, when a student is deciding what to put in their paper, it is essential for them to know how much they should focus on information versus their own ideas. A misunderstanding in either direction (too much or too little of their own ideas) could be the difference between the successful and unsuccessful paper.

I2 wrestled with the issue of whether or not "thinking skills" had a place in the language classroom as follows:

"...if the class is based on the developing their thinking skills, then you would have to really show that they did good research and they presented their ideas cogently. To me if it is like a language class, which is mostly what I am teaching, then uh it would have to show how well they used the language to develop their ideas. And part of it is a little bit tricky it is like how you even sort those things out because umm... they have really good language skills but they don't develop their thoughts very well and you don't really know as a teacher are they not developing their thoughts well because they don't have the thinking skills. And I feel like that's not my job. I feel like somebody else should have done that for them by this point. It is frustrating."

She wants to focus exclusively on language skills, but recognizes that language and thinking skills are intertwined. It is ambiguous as to where one stops and the other begins. As a language teacher however, she wants her students to come to class with independent thinking skills already in place and this is source of frustration for her. This may be because her students come from educational and cultural backgrounds different from her own and skills that she believes should already be in place need to be explicitly taught if students are to meet her expectations.

Failed assignments

Interestingly, while instructors' responses varied widely on what they considered an excellent paper, they were mostly in agreement about what constitutes a failed effort. They mostly focused on plagiarism, not understanding the assignment and how much effort students put in. although their answers appear similar; it is unclear how individual instructors define plagiarism and it is possible that this understanding could vary widely from culture to culture.

Cultural differences

As stated above, in order to meet the instructors' expectations, it is important for students to understand educational and cultural norms on assignments, but it is also important that the instructors understand their own cultural and educational backgrounds in order to better communicate their expectations. If instructors do not understand the differences between their own educational backgrounds from those of the other cultures, they assume that everyone understands assignments in the same way.

From the data obtained, interestingly, although the researchers simply used the word, 'culture' and did not define it in the question, all of the participants mentioned nationality in their responses. I1 expressed

awareness that his own opinions about topics that were influenced by his culture, might affect how he viewed a student's work, for example, his own personal beliefs about gender equality. I2 commented that she thinks: "My culture, American culture, puts a lot less emphasis on accuracy and a lot more emphasis on originality." focusing on American academic expectations. I4 and I6 did not focus on their own culture but rather commented that students may have gaps in their knowledge of other cultures that may show up in their work. They did not comment on their own possible cultural biases. This may be because both of those instructors taught students who share their cultural and educational backgrounds while I1 and I2 taught students outside their own cultural backgrounds.

Conclusion

Most of the findings of this study support previous research in the literature. In this study, it was found that instructors have a firm idea of what they believe a research paper should be and how it should be graded but those ideas varied according to their cultural backgrounds. Students who find themselves working with instructors from a background different from their own would have difficulties understanding not the language or course materials, but rather the instructors' differing expectations in order to be successful. As Parrish and Linder-VanBerschoot (2010) put it, it is significant to "develop skills to deliver culturally sensitive and culturally adaptive instruction" due to the increasing multicultural environment where teaching and learning take place (1).

Educational expectations differ from culture to culture but programs that prepare students to study internationally mostly focus on language ability and disregard differences in expectations for academic work. This often leads to frustration and confusion for both instructors and students. Students lack understanding of how much focus is put on grammar, organization, opinions and ideas depending on who is teaching their courses. Instructors make assumptions about what a research paper consists of and assume their students already understand. There were several things that all instructors agreed upon however; students must gather and understand information to do well on a research paper and copying (plagiarism) is unacceptable and will result in a fail. It was interesting to note that the fewest differences were found around what constitutes a failed paper while the biggest differences in expectations occurred around what was considered an excellent paper. It is likely that the understanding of what is an 'excellent' paper might differ due to various "cultural parameters regarding social relationships, epistemological beliefs, and temporal perceptions, and illustrates their spectrums of variability as they might be exhibited in instructional situations" Parrish and Linder-VanBerschoot (2010). Lui (2010) conducted a similar research study in Chinese educational context and found out that 'different philosophies, cultures and societal expectations' have an important impact of Chinese learners and native English speaking teachers (90). The study further showed that Chinese learners consider themselves as 'empty vessels for teachers to fill in' while native English speaking teachers perceive themselves as 'facilitators', which more likely to cause a conflict between both parties (90).

One question that arose was the responsibility of the language teacher when it came to teaching skills like independent thinking. Should the language teacher simply stick to the language skills like grammar, vocabulary, pronunciation, fluency etc. or should they also address and support other skills that international instructors might expect of them in the future? It has been long believed that language and knowledge are inseparable, language is not simply a way to communicate ideas and thoughts but rather language is "at the center of our understanding of knowledge." (Bruffee, 1986). This study suggests that the goal of language classes should be to prepare students to participate in international forums and in order to do that effectively, it is important to go beyond language and explore different academic expectations and skills. That is the joy and the frustration of diversity, the awakening of awareness of our own assumptions and the ability to recognize different ways to understand.

All in all, as education increasingly becomes a more and more intercultural setting due to the mobility of both students and instructors, as well as the availability of courses online, it is becoming more important for both instructors to have a deeper understanding of how expectations vary and are influenced by cultural and educational backgrounds. In this study, instructors showed a greater awareness of how cultural and educational backgrounds affected their expectations when they taught a majority of students whose backgrounds were different than their own but it is necessary for all instructors to become more aware of their own assumptions. It is dangerous to make over generalizations about cultures, which can lead to stereotypes and prevent people seeing each other as "complex human beings with multiple identities" (Byram, Gribkova, & Starkey, 2002, p. 10). On the other hand, it is also risky to disregard one's cultural background and simply dismiss a student as not having good enough language skills or not being a "good student" without understanding the educational and cultural expectations they bring with them.

Suggestions for Further Research

This study was limited to instructors from the United States and Turkey; for further research, it would be a good idea to obtain data from other countries. For the sake of triangulation, it is important to also investigate students' from many different backgrounds and compare their understandings of instructor expectations across cultures. One of the important findings in our research was the shared belief that "plagiarism" would result in a student failing. Further research is necessary to determine how instructors understand the term. Further investigation of the connections between independent thinking, higher-order thinking skills, and language learning would also be valuable.

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Appendix A

1. Do fairy tales promote gender stereotypes? Research gender stereotypes on the internet. Write about how "The Princess Bride" does or does not support them. Do you think fairy tales affect how little boys and girls view themselves and how they should act? Why or why not?
2. In the movie, the king was trying to start a war with his neighbors. What countries in the world today are having problems with their neighbors? Choose one dispute, do some research on what is happening there and why. Do you think they could resolve their problems without fighting? Why or why not?
3. In the movie the six-fingered man was a kind of torture specialist. Many countries in the world still use torture. Do some research on why some governments insist that they need to do this. Do you think there is ever justification for torturing someone? Why or why not?

Appendix B

When you look at these questions, what do you think they are asking the students to do?
What would a student have to do to get an A, B or C on this assignment?
What would cause you to fail a student on this assignment?
How do you feel that your culture(s) affect your view of what a "good" response would be?

GENİŞLETİLMİŞ ÖZ

Araştırma makalelerinin hazırlanması zor ve uzun bir süreçtir. Bir öğrencinin araştırma makalelerindeki başarısı bilgi toplamak, fikirlerini ve yorumlarını sunmak kadar eğitiminin iyi bir araştırmadan ne anladığıyla ve iyi bir araştırma makalesinin nasıl olması gerektiğiyle ilgili beklentilerini anlamakla da ilgilidir (Collier and Morgan, 2008). Her eğitiminin iyi bir araştırma makalesinin odağında ne olması gerektiğine ve bilgi, bağımsız düşünme ve dilin kullanıma dair farklı görüşleri vardır. Üniversitelerin eğitmen ve öğrenci profillerini çeşitlendirme çabalarıyla birlikte bu farklılıklar daha da artmıştır. Küreselleşmenin eğitim ve eğitim politikaları üzerindeki büyük etkisi bu çeşitliliğin başlıca nedenleri arasında gösterilebilir (Wang, Lin, Spalding, Odell, & Klecka, 2011). Farklı ülkelerden eğitmenlerin ve öğrencilerin bulunduğu üniversitelerde oldukça subjektif yapısından dolayı iyi bir araştırma makalesinin nasıl olması gerektiğine dair görüşler de farklıdır (Valentine, 2001). Bu durum aynı kurumun içerisinde bile eğitimi standardizasyonunu ve yapılan çalışmaların objektif şekilde ölçülmesini ve değerlendirmesi zorlaştırmaktadır. Yüksek öğretim kurumlarının uluslararasılaşması, bireylerinin kültürel yapılarının ve aldıkları eğitimin onların düşünceleri, eylemleri, değerleri ve inançları üzerindeki etkisinin anlaşılmasını da gerektirmektedir. Fakat eğitmenler ve öğrenciler arasında bu tarz farklılıklardan kaynaklanan olası problemleri inceleyen fazla çalışma mevcut değildir. Bu yüzden, farklı kültürel yapıya ve eğitim geçmişlerine sahip öğrencilere eğitim verirken, eğitmenlerin bu durumun farkında olması önemlidir.

Bu çalışma da Türk ve Amerikan eğitmenlerin kültürel yapılarının ve eğitim geçmişlerinin, onların iyi bir araştırma makalesinden ne anladıklarını nasıl etkilediği araştırmayı amaçlamıştır. Eğitmenlerin yabancı dil sınıflarındaki araştırma makaleleri ve bu çalışmalarda 'bağımsız düşünce'nin rolü dair beklentilerini karşılaştırmıştır. Araştırmada şu sorulara yanıt aranmıştır:

- Eğitmenlerin araştırma ve bağımsız düşünce gerektiren bir ödevden beklentileri nelerdir?
- Eğitmenlerin araştırma ve bağımsız düşünce gerektiren bir ödevden beklentileri öğrencilerin başarılarını nasıl etkiler?
- Eğitmenler kültürel yapılarının ve eğitim geçmişlerine dair farkındalıkları nasıldır?

Katılımcılar

Çalışma grubu, 2013 bahar yarıyılında İnönü Üniversitesi, Kocaeli Üniversitesi, Mustafa Kemal Üniversitesi ve Ankara Barosunda İngilizce eğitimi ile ilgili görev yapmakta olan eğitmenlerden oluşmaktadır. Katılımcılar gönüllülük esası ve eğitim geçmişleri göz önünde bulundurularak seçilmiştir. Bütün Amerikan katılımcıların ve Türk katılımcılardan iki tanesinin İngiliz Dili Eğitimi üzerine yüksek lisans derecesi bulunmaktadır. Çalışmaya üç Amerikan ve üç Türk olmak üzere toplam altı katılımcı katılmıştır. Katılımcılar 27 ve 42 yaş aralığındadır.

Yöntem

Çalışmada nitel araştırma yöntemleri kullanılmıştır ve araştırma verileri hem Türk hem Amerikan eğitmenlerle görüşme tekniği kullanılarak elde edilmiştir. 30-60 dakikalık görüşmeler yarı yapılandırılmış görüşme türüne uygun olarak hazırlanmış ve bireysel görüşme şeklinde gerçekleştirilmiştir. Görüşmeler daha sonra analiz edilmek üzere kayıt altına alınmıştır. Elde edilen veriler, detaylı bir şekilde incelenmiştir. Veri kayıtları yazıya aktarılmış ve gömülü teori (grounded theory) tekniklerinden biri olan 'sürekli karşılaştırmalı analiz' yöntemi kullanılarak kodlanmış ve kategorilere ayrılmıştır (Strauss ve Corbin, 1967). Kodlamalar ve kategoriler önce ilk araştırmacı ve daha sonra ikinci araştırmacı tarafından birbirinden bağımsız olarak belirlenmiştir. Değerlendirmeciler arası güvenilirlik uyum yüzdesi %90 olarak hesaplanmıştır.

Bulgular ve Tartışma

Çalışma sonuçları eğitimcilerin iyi bir araştırma makalesinin nasıl olması gerektiğine ve nasıl notlandırılması dair belirgin fikirleri olduğunu ortaya koymuştur. Katılımcıların tamamı öğrencilerin araştırma ödevlerini hazırlarken çeşitli kaynaklardan faydalanmaları gerektiği konusunda hem fikirdir. Fakat bağımsız düşünce ve öğrencilerin kendi fikirlerini araştırma makalelerine ne kadar katmaları gerektiği konusunda katılımcıların fikirleri birbirinden farklılık göstermektedir.

Diğer bir bulgu da katılımcıların araştırma makalelerinde yazın kurallarına ve doğruluğa verdikleri önem ile ilgilidir. Katılımcıların, yazım kuralları ve doğruluğunun öğrencinin alacağı not üzerindeki etkisine dair fikirleri oldukça farklıdır. Örneğin, I4, öğrencilerin alacağı notun bir kısmını yazım kuralları ve doğruluğun oluşturduğunu söylerken; I3, ödevleri genelde düşünce bazlı değerlendirdiğini ve yazım kuralları ve doğruluğun bir payının olup olmaması gerektiğinden emin olmadığını belirtmiştir. Bu aynı içeriğe sahip bir ödevin farklı eğitimciler tarafından çok farklı şekilde değerlendirileceğine ve bu değerlendirmenin objektif olmasının zorluğuna işaret etmektedir.

Bulgular, çalışmaya katılan Türk eğitimciler bir araştırma ödevinde iyi bir not almak için bağımsız düşüncenin gerekliliğini vurgulamazken, Amerikan eğitimcilerin bağımsız düşüncenin önemine ve hatta araştırmanın merkezinde olması gerektiğine odaklandıkları göstermiştir. Örneğin I2, 'Benim kültürüm, Amerikan kültürü, yazım kuralları ve doğruluk yerine orijinallığe önem vermektedir' diyerek bağımsız düşüncenin ödevlerdeki yerinin önemini belirtmiştir. Öte yandan, katılımcıların başarısız bir araştırma ödevinin nasıl olduğu konusundaki görüşleri daha çok benzerlik göstermektedir. Plajirizm, ödevi yanlış anlamak ve yeterince özenli hazırlanmaması bir ödevin geçer not alamamasının nedenleri arasında sunulmuştur.

Sonuçlar ve Öneriler

Eğitimcilerin farklı eğitim ve kültürel alt yapıları, araştırma makalelerine dair fikirlerini etkilemekte ve öğrencilerin akademik çalışmalarından beklentilerini farklılaştırmaktadır. Öte yandan yükseköğretim kurumlarında akademik çalışmalara dair bu farklı beklentiler çoğu kez göz ardı edilmektedir. Bulgular, çok kültürlü yükseköğretim kurumlarında, kültürel farklılıklardan kaynaklı oluşabilecek sorunların üstesinden gelinebilmesi için gerekli adaptasyon ve uzlaşma becerilerinin geliştirilmesinin öneminin altını çizmiştir (Parrish & Linder-VanBerschoot, 2010).

Benzer bir çalışma, Çin'de bulunan yabancı eğitimcilerin ve yerli öğrencilerin bakış açılarını karşılaştırmış ve 'eğitim felsefesinin, kültürlerin ve sosyal beklentilerin' eğitimden beklentileri farklılaştırdığı sonucuna ulaşmıştır (Lui, 2010). Bu durum farklı kültürlerden eğitimcilerin ve öğrencilerin bulunduğu eğitim kurumlarında eğitimin standardizasyonunu ve ölçme ve değerlendirmenin objektif olarak yapılmasını zorlaştırmaktadır.

Sonuç olarak, hızla uluslararasılaşan yükseköğretim kurumlarında eğitimcilerin, öğrencilerin çalışmalarından beklentilerinin farklılık gösterdiğinin bilincinde olmaları önemlidir. Yükseköğretim kurumlarında farklı kültürlerden gelen eğitimcilerin kültürel adaptasyonunun ve iş arkadaşlarıyla akademik uzlaşmanın sağlanması ve hem öğrencilerin hem eğitimcilerin bu durumdan kaynaklanabilecek problemlere hazırlanması önemlidir. Bu uzlaşmanın sağlanması ve öğrenciler tarafından hazırlanan akademik makalelerin objektif olarak değerlendirilmesi amacıyla yükseköğretim kurumlarında bu konu üzerine eğitimler, sempozyumlar ve çalıştaylar düzenlenebilir.