English Language Teachers' Research Reticence: A Collective-Case Study[*]

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Abstract

Teacher Research is generally acclaimed as a beneficial form of professional development. However, it is still an under-practiced activity in the field of language teaching. In this respect, this qualitative collective-case study research addresses this issue through the in-depth analysis of three teachers who have shied away from carrying out research in the preparatory school of a private foundation university where a Teacher Research project, as part of the Professional Development Unit, has been systematically conducted by an experienced in-house mentor since 2010. Reflecting on the in-depth analysis of semi-structured interviews and the researchers' affliction with the cases as an insider, the study revealed that context and belief-related factors played key roles in preventing teachers from conducting research for professional development, potentially resulting in research reticence.

Key words: *TR, Professional Development, Research Reticence.*

Öz

İngilizce Öğretmenlerinin Öğretmen Araştırması Konusunda İsteksizlikleri: Çoklu Durum Çalışması

Öğretmen araştırması genel olarak yararlı bir profesyonel gelişim aracı olarak görülür. Fakat, halihazırda dil öğretimi alanında yeteri kadar icra edilmemektedir. Bu nedenle, bu çoklu-vaka araştırması 2010 yılından bari tecrübeli bir mentor tarafından sistematik olarak profesyonel gelişim bölümün yürütüldüğü bir özel üniversitedeki hazırlık okulunda öğretmen araştırmaları konusunda isteksizlik gösteren üç öğretmenin kapsamlı olarak incelenmesiyle öğretmen araştırmaları konusuna değinmektedir. Yarı-yapılı röportajların derinlemesine incelenmesi ve araştırmacının vakalarla bireysel olarak ilintili olmasından faydalanan araştırma şart ve inanış ilintili faktörlerin öğretmenlerin araştırma yapmaktan kaçınmasında ve dolayısıyla araştırma isteksizliği doğurmasında etkin rol oynadığını göstermiştir.

Anahtar kelimeler: *Öğretmen Araştırması, Profesyonel Gelişim, Araştırma İsteksizliği.*

Introduction

For a few decades, there has been an increasing interest in Teacher Research (TR), which essentially refers to teachers' investigation of their classroom practices (Chaudron, 1988; Cochran-Smith & Lytle, 1999). However, as Borg (2013, p. 6) claimed, research "is still a minority activity in the field of teaching despite the fact that it has the potential to be a powerful transformative force in the professional development of teachers". The research problem arose from the claim that not enough TR is carried out, resulting in an attempt to find answers as to what deters teachers from conducting research for educational purposes.

This research is based on the data from the participants who have been working at the preparatory school of a private university in Turkey. The subject institution has always promoted research and encouraged its teachers to carry out TR for professional development. Since 2010, the teachers have engaged in and with research with the support of Professional Development Unit. The initial process of engaging in research was slow at first since most of the teachers were not familiar with carrying out research and some teachers experienced panic (Çelik & Dikilitaş, 2015). Yet, the voluntary ones embarked on researching through professional development sessions in which they had discussions about their research topics and presented slides. At the end of the year, a conference was held there and 22 instructors presented the results of their action research studies. The success of this in-house research project became more evident the next year and the first edited book of the project was published (Dikilitaş, 2011). The research project developed every year proportionally. While the first year an in-house two-day institutional conference took place, in 2014 an international two-day event with plenary speakers in collaboration with IATEFL ReSIG was held. Other successive books that involved action research and TR reports of the instructors were published (Dikilitaş, 2013, 2014; Dikilitaş, Smith & Trotman, 2015). In addition, the impact of research on teachers' self-efficacy beliefs was analysed by Wyatt and Dikilitaş (2015) through a sample of TRers from the same institution, a study that revealed the impact of research engagement as an empowering way of developing self-efficacy beliefs about doing research and developing as teachers.

Having experienced the research process of the institution thoroughly, the researchers had the opportunity to observe teachers' reactions to conducting research. When research was first introduced as a professional development tool, there were hesitations among teachers. As it became more requisite by the administration after some time, the reluctance and hesitance towards research became more evident. Therefore, this research was carried out in order to reveal why some teachers did not want to be involved in research activities.

1. Literature Review

1.1. Engaging in TR

TR is a systematic inquiry which is carried out by teachers in their own professional context and is made public. (Borg, 2010, p. 395; Cochran-Smith & Lytle 1993, p.23; Nunan, 1997) It is also a reflective activity that "allows teachers to reflect actively on their own pedagogical and instructional decisions and focus critically on elaborating on improving their practices and revisiting their beliefs during the process" (Dikilitaş, 2014, p.2). From Lankshear and Knobel's (2004, p.9) perspective, it is an activity whereby "classroom practitioners at any level, [...] are involved individually or collaboratively in self-motivated and self-generated systematic and informed inquiry undertaken with a view to enhancing their vocation as professional educators". TR takes its power from being intuitive as well as being inquiring. Teacher researchers feel the urge to inquire their teaching and teaching environments in order to enhance themselves as professional teachers. As it was claimed (Lankshear and Knobel, 2004, p. 4), "professional teachers do not merely follow prescriptions and formulae laid down for them from on high". In that sense, TR is a way of developing own knowledge through seeking evidence for practical issues. It creates an opportunity for teachers to improve their practices and revisit their beliefs about teaching.

Engaging actively in TR provides several benefits for teachers. For example, Knobel and Lankshear, (2004, p. 5) suggests that TR leads to better teaching and contributes to teachers' professional identity development. For Oancea, Orchard and Winch (2015, p.210), research provides teachers with rich reflection that is necessary for reasoning and professional judgment. The benefits are not limited to teachers and their professionalism. TR also contributes to the professional identity of the places where TR is held and "has the potential to make a real difference to pupils and staff, the whole school and the wider community" (Sharp 2007 cited in Borg, 2013, p. 16). It enhances quality of teaching and learning not only in individual classrooms but also at an institutional level (Borg, 2010, p. 395). It is necessary in order for education to be significantly improved (Stenhouse, 1975, p. 165 cited in Lee & Day, 2016, p. 269) since improvement of teachers is improvement of students, and improvement of both is improvement of schools, in a broader context, the educational system. However, there has also been some negative perspectives on TR. For instance, Burkhardt and Schoenfeld (2003, p.3) argued that "educational research does not have much credibility" since "the traditions of educational research are not themselves strongly aligned with effective models linking research and practice." According to the critiques of TR, research mostly remains at theory level and is "irrelevant to the practical concerns of teachers", a factor that could be one of the reasons for teachers not to engage in doing one (Hammersley, 1993, p. 429).

1.2. Research Reticence

In this research, the act of shying away from research will be referred to "research reticence."Online Etymology Dictionary defines reticence as, "the state of being reticent, or reserved, especially with regard to speaking freely; restraint", and a reticent person as "disposed to be silent or not to speak freely; reserved, or reluctant or restrained". In the context of this research, a reticent researcher is the one who shows less enthusiasm/ disengagement to do research and does not disclose the reasons behind this reticence. According to Zeuli and Tiezzi (1993, p.3), the literature of teacher education does not have adequate systematic and specific information with regards to teachers' ideas about research. However, they claim that the widespread attitude among teachers towards research is that most perceive it irrelevant and far from classroom reality.

Borg (2006, p. 9) summarized why teachers lacked involvement in research in ten items:

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

Similar to the findings by Borg (2006), the study that Allison and Carey (2007, p. 68) carried out with university language teachers in Canada revealed "the lack of time and the time-consuming demands of teaching that leave little space or energy for conducting systematic research or carrying a project to completion and publication," as the top factors that deter teachers from doing research. The participants also mentioned the need for an external motivator to do research. In addition, lack of expertise was a factor that teachers saw as compelling. McDonough and McDonough (1990) conducted a survey with 34 English teachers to specify the relevance of research. The study revealed that "the mismatch between teachers' and researchers' demands and opportunities" acted as a deterrent factor (p. 108). Kutlay's research (2013) supported teachers' conception of TR as irrelevant to the classroom. Behrstock-Sherratt, Drill, and Miller (2012, p. 5) also revealed some negative views of teachers related to research by emphasizing that teachers were restless about the gap between research, and everyday experiences and classroom realities. Furthermore, Smith (2014, p.17) discussed four reasons as the cause of unwillingness to do research: "workload

/ lack of time, need for more preparation or other 'support' / concerns about quality, and the compulsory nature". Dikilitaş (2014, p.12) reported these contextual factors depending on the teachers' reports: "lack of research skills, motivation, language skills, institutional support, time, incentive, curricular flexibility, and adequate reflections." He further explained that "some teachers are observed to shy away from engaging in researching for development and favour one shot sessions where they passively listen to transmitted ideas" (2014, p. 12). In brief, previous research provides us with some widespread reasons of not doing research as "uselessness", "lack of time", and "lack of expertise." Though there are other less mentioned reasons, teachers mostly seem to suffer from not being able to create a researcher identity (Borg, 2013, p.124).

2. Methodology

The research follows a case study approach depending on the fact that, "Anchored in real life, case studies provide rich detailed accounts of phenomena" (Ary, Jacobs & Sorensen, 2010, p. 456). Focusing on three cases through different sources of data mainly built on narration, the research provides both emic and etic perspective on why research reticence occurs. Initiated from the researchers' persistent and prolonged observations, the participants were asked to share their reasons of why they disengaged from research both retrospectively and presently.

2.1. Participants

The three participants of the study were chosen among the 70 instructors of the preparatory school. They were purposefully chosen on the grounds that they had been acting hesitant towards TR. Participants' ages range from 28 to 48, and they are all experienced teachers. Two participants are native speakers of English and they both hold BA degrees in Arts, whereas one participant is Turkish and holds a BA in English Language Teaching. All participants initially engaged in TR; however, they did not show consistency or enthusiasm in carrying out research.

Out of seventy, there were almost fifteen teachers that showed hesitance towards TR. However, only three of them were asked to be participants due to the fact that the participants demonstrated analogic approaches towards TR. Having worked at the same place for almost the same amount of time (6-7 years), they first got engaged in research; however, after a few attempts they lost their interest in research activities and stayed away from it until the present.

2.2. Data Collection and Analysis

The data were derived from three different sources. As the main data source, semi structured face-to-face interviews which took approximately twenty minutes and were followed by the

participants' unrecorded debriefings, were conducted. The interviews included only two pre-planned questions and the rest of the talks were shaped in accordance with the flow of the conversation. The researchers also made use of field notes in which the participants were observed in terms of research engagement. Finally, the published research by the participants were examined. The data were analysed inductively through within case analysis and cross-case analysis. Each case was first analysed on its own and then compared and contrasted with other cases (See Merriam, 2009, p. 204).

2.3. Ethical Considerations

The participants were assured that no real names were to be given during and after the research based on the argument that "Any individual participating in a research study has a reasonable expectation that privacy will be guaranteed" (Lichtman, 2006, p. 52). As Hay & Israel (2006, p. 59) emphasized, "Most guidelines for ethical research require all participants to agree to research before it commences". The participants in this research agreed that their participation was voluntary and that they could withdraw from it at any time. They were also ensured that any harm to the participants would be avoided since "ethical behaviour helps protecting individuals, communities and environments" (Hay & Israel, 2006, p.1). Therefore, all stages of the research were conducted within de facto ethical considerations and the institutional ethical consent instructions.

2.4. Limitations

There are certain limitations to the research, mainly with regards to the data which is self-reported. Besides, one of the participants had to be relocated to work at another campus of the same university; therefore, she had to be away from the professional development unit for almost four years. This might have added to her reticence, but this factor was not considered in the analysis.

2.5. Credibility

For a decent depiction of truth, this research makes use of structural corroboration, in other words, triangulation (Ary et al., 2010, p. 498-499), which was categorized into four by Denzin (2009, p. 301) as the use of multiple methods, multiple sources of data, multiple investigators, or multiple theories. The type of triangulation that the research uses is multiple sources of data, which are in-depth face-to-face interviews, field notes, and relevant documents. Other sub-strategies that increase credibility such as prolonged

engagement, peer debriefing, member checks and low-inference descriptors were also used in the research. There has been a long-term collegiality between the researchers and the participants. Therefore, the interviews took place in a friendly environment and the participants did not show hesitance in giving frank answers. Direct quotations (in vivo) from the interviews were also used to provide to help the reader experience the participants' world. Feedback from the participants, namely the member checks, were asked from the participants to see if the researchers accurately interpreted their experience. Lastly, peer debriefings were held to see whether the reviewers considered the interpretation of the data to be reasonable.

3. Findings

3.1. Dennis

Dennis is an experienced teacher who has taught English for 14 years in various institutions. As a CELTA certified teacher and native speaker of English, she has taught General English, Business English, Exam Preparation and ESP/EAP classes to pre-school children, teenagers and adults across all competency levels. She has twelve teaching certificates which she obtained from several courses. She is also responsible for checking the validity of the exams that are in use at the preparatory school where she is currently working.

She strongly believes that TR is for those who have an interest in an academic career and additionally a suitable schedule to carry out these academic studies. In addition, she disagrees with the assumption that TR contributes to teaching practices because she believes that she has enough skills to be a good teacher. Though she admits that attending in-house trainings, seminars, and workshops are important factors that contribute to her teaching practices, she does not believe in the necessity of conducting research since she finds it very academic and draws a line between being a teacher and researcher. In relation to this, she says that there should be some motives that trigger carrying out TR such as doing an MA or PHD or some career development because she believes that some people do it for the sake of developing their career:

> "Am I going to be a head of a department? Am I going to be a coordinator? Do I want to have my name out there? I think that is the most important thing. People are writing research papers because they are told to do so because of their career."

She argues that the quality of research carried out in her school is not good owing to the fact that teachers do not have enough time to conduct research. This is also the reason why she

does not want to attend the conferences in which these researches are presented and read the research publications. Although she carried out two collaborative teacher research studies, she does not want to be engaged in any research project anymore and acknowledges that she had to carry out these research studies because they were mandatory at the institution at which she worked indicating *"Yes, right from the start, it has been like that. From day one, it has been made mandatory. It hasn't been optional."* As a strong believer of making one's own decisions, she thinks TR is forced upon her and she is annoyed by this compulsivity. She further explains:

> "I don't think somebody has to tell you that you go away and do research on a topic, but if you want to actually specifically go ahead and write something, put it into writing, I think that depends on the person."

Another disengaging factor for her was the lack of guidance and the chaos that emerged from this as she put it forward, *"My partner and I were not guided clearly and we chose the topic, which ended up as an issue, because somebody else had chosen the same topic."* This incident indeed frustrated her and became a critical turning point in her TR engagement because after that she took a long break from carrying out research until 2016. As she declared, the problem they went through was not resolved and resulted in her disengagement from research. She was also restless when she was asked to write her research to be published in a book because she emphasized that she had not carried out her research to be published. She did it with the purpose of benefiting from it in her classroom practices and this was why she chose a certain topic that she wanted to learn more about.

> "You know, maybe I was doing the research for my own benefit; the topic we chose was for our own benefit because we have had an issue. It was about writing and we wanted to resolve the issue among the teachers".

As mentioned above, not having enough time to do research is another deterrent factor for her. As she further elaborates, in order to do research one has to find time and usually this means working at home as well. She is strictly against allocating time for TR outside school and emphasizes that she needs her personal time outside work. According to her, TR is "*like a cactus. If you touch it, it hurts you. You try to achieve something but each time you try it gives you more pain.*" In short, she finds engagement in research painful and does not hold good feelings towards research.

3.2. Leyla

Holding a BA degree in ELT, Leyla has been working as an English teacher for seven years. She first engaged in research in 2010 in collaboration with one of her colleagues. In 2013, she conducted her research project on her own. After that time, she lost interest in research due to several reasons.

To begin with, Leyla views TR as a mandatory activity which is useless and non-practical. Depending on the fact that she felt forced to do it as it was mandatory, she found herself engaged in it. However, as she reported, she never felt interested in it. There are some reasons to why she has not wanted to be engaged in research. First, she reported that the fact that TR had been obliged by the administration and teacher trainers was a preliminary factor that deterred her from research. She believes that the administration saw TR as a tool to be professional, however, she does not think that TR can provide this. Overall, she does not consider it as beneficial, and she does not have the urge to do research. As she elaborated on the topic, she declared that the fact that the research should be made public annoyed her in the sense that she did not want to present her research to others. She revealed that this was the main reason of her reticence towards research as she perceived it to be personal, and not to be publicly shared. Another factor that caused her disinterest in research was lack of knowledge on how to do research as she mentioned, "*They just told us, "You have to do it, you have to do it, but they did not tell us how to do it.*" Due to this misguidance, she and her partner prepared their first research in only one week, which resulted in a crisis between them and the research mentor. They were accused of being inattentive and lazy, as she revealed. However, under the effect of disappointment, she passed off research for some time until she embarked on another research project in 2013. She conducted this research because her research mentor told her that researching was one of the ways of becoming a good teacher. This time, she took all responsibility of her research and spent more time on it because she did not have a partner, as she reported.

She re-engaged in research in 2015 as her institution officially declared the necessity of taking part in research. Among action research, exploratory practice (EP) and lesson study, she preferred to join the EP group. She admitted that this time she felt relatively more engaged since she found EP more practical compared to other types of research and she was pleased to carry out a research in classroom environment. Besides, she is currently happier about the fact that she has more options.

"*The students always force us to learn something new*" she says and states that the main factor that improves her as a teacher is not research but students. She criticizes herself through the eyes of her students. In addition to practical teaching in the classroom, she believes in the power of searching on the internet. When she thinks she lacks certain information related

to teaching, she simply looks for some practical answers online. Indeed, she does not find herself experienced enough and ponders that more interaction with her students in class will help her to be more skilful in teaching. She insists that she does not do this via research because it is boring and useless. She likens TR to wearing black clothes in a sunny day. Apparently, TR is gloomy and discomforting for her and makes her feel depressed.

3.3. Martin

Working as an English teacher since 2001, Martin holds a degree in fine arts. Running his own graphics/design studio, he has blended his artistic side in his teaching practices, as well as in his research engagement. For instance, he preferred to do research on similar issues such as the use of smart-board, or the efficiency of the material design.

Martin finds TR as a mandatory activity which was asserted by the administration just to make sure that the teachers were working properly. He argues that TR was a result of the distrust between the management and the teachers. According to him, the administrators brought about the necessity of carrying out research assuming that teachers needed more development and did not work enough. Moreover, he believes that it is a tool by which the institution promotes itself and gains reputation. From his perspective, research is too academic in a scientific way. He harshly criticizes the TRers arguing that they are doing it for self-promotion - to make people hear their voices and says that "*one's self-interests is more inflating than helping them teach better.*"

As he said, "*TR is great for those who want to do it.*" However, he is not one of them. He does not want to do research mainly because of the fact that it does not contribute to classroom practices. As he further elaborates, "*Research is what people in the sciences do. It is different than teaching. We are losing our focus. Our purpose is teaching English. TR is not our priority.*"

The incident that triggered his research reticence happened when his research mentor disapproved of the research topic that Martin wished to work on because someone else had chosen the same topic. Additionally, the gradual institutionalization of TR as a complementary part of his teaching duty increased his divergence. When he first engaged in research in 2010, it was optional, as he reported. However, it became mandatory and demanding by time. The teachers were not only required to do research but also they had to present it every year. However, as he declared, he has not been fond of engaging with other teachers' research as well. Chris likens TR to the food at the school cafeteria. "*It is tasteless, but you have to eat*" as he described it.

4. Discussion

When the cases are discussed together in relation to the literature that tells us the probable reasons of research reticence, some similarities seem to have emerged at contextual

(institutional) and perceptual level. Contextually, the participants argued for three institutional deterrents as compulsoriness, lack of guidance, and insufficient time. The "compulsory nature" of research as Smith (2014, p.17) had previously discussed among the reasons for unwillingness to do research emerged as the most highlighted reason in all three cases. However, the participants seemed to have discrepancies about the level of obligations of conducting research. While Dennis believed, it was obligatory from the very beginning, Leyla and Martin believed it gradually became so. The participants' negotiation on the compulsoriness of research was determined by two reasons. First, although the institution introduced TR as a professional development tool, the participants did not think that way since they believed they were already professional teachers with the necessary skills and experience. Second, they explained that TR should be on a voluntary basis, which resonates with Mohr (2004, p. 25), who suggested "the decision to whether or not to conduct TR remains the teacher's".

All participants had critical turning points at their initial engagement in research and experienced problems stemming from lack of expertise and confusion. For instance, Martin and Dennis revealed that they had problems due to the fact that their topics clashed with other teachers' research topics, so they ended up with changing their topics. Moreover, Leyla complained that she and her research partner could not spend enough time on their research due to their inexperience and lack of guidance. This resulted in poor quality of research. However, lack of guidance cannot be only attributed to the professional development unit at the institution. The participants seem to lack knowledge of what TR is and how it is done based on their own acknowledgments and furthermore on their conflicts. For instance, in Martin's and Dennis' cases, TR was criticized because it was self-serving. However, by arguing against publishing her research, Dennis showed that she was indeed unaware of the benefits of dissemination of research in the sense that it contributed to education in a broader context and prevented it from being self-study (Borg, 2013, p. 9). In addition, the same participants showed frustration at working on the same research topics with other researchers. Yet, there is no evidence that shows that researchers cannot work on similar research topics.

In participants' view, time was another contextual hindrance to conducting research. Especially, Dennis complained about the fact that research forced her to give away from her time outside work. However, the time factor was not as strong as it was suggested in previous research (Allison and Carey, 2007, p. 68; Borg, 2006, p.9, 2013, p. 124; Kutlay 2013, p. 197).

At perceptual level, the participants share the opinion that research is not useful. Especially, Dennis and Martin drew a line between research and teaching claiming that research was

what academicians or scientists did. On the other hand, Leyla defended its futility by suggesting that she could develop herself by other tools such as online teaching resources or classroom experiences instead of research. This reason corresponds to what majority of teachers suggested as the reason of not doing research, which is the perceived gap between teaching and researching (Borg, 2006, p. 9; McDonough and McDonough, 1990, Zeuli and Tiezzi, 1993). As mentioned in the literature section, TR is suggested as a beneficial activity that promotes teaching and education. A close inspection makes it clear that there is no such claim as without TR, a teacher is insufficient. Moreover, TR is not only related to discovering what teachers lack in them. As Borg discussed (2013, p. 11-12), TR is not only a practical inquiry; it also has a socio-political stance. Moreover, it does not only help teachers question their practices but also investigates the problems in classrooms, schools, and overall in education. Therefore, it would be unjust to label TR as a way of covering teachers' deficiencies. However, the participants seemed to perceive TR as unnecessary because they believed that they were experienced enough and furthermore TR showed no visible effect in classroom practices, which could be misleading as there are several studies that highlight practical benefits. (See Borg, 2010; Knobel and Lankshear, 2004)

Another joint belief on research was that it was not of high quality. Different than what the previous literature put forward, Dennis and Martin commented that most of the research that was produced at their institution was lacking quality and they attributed this to the fact that it was mandatory so the teachers mostly conducted research for the sake of doing it. Likewise, they claimed some teachers sought for self-promotion through research rather than improving their classroom practices.

The participants' lack of interest in research could easily be inferred from the metaphors they used. Defining it as painful, dark, and tasteless, the participants clearly reflected their unwillingness to do research (research reticence). Although they are currently engaged in research activities because they are obliged to do so, they have pursued in the least difficult research activity in order to lessen their "burden", as they declared. On the bright side, when they first engaged in research, they tried to work on topics that were of interest to them. They were also in agreement in the sense that for those who wanted to it, research was a great opportunity.

Conclusion

The findings of the research revealed that the top factors that resulted in research reticence were belief and context related. Although the participants mainly asserted the coercive aspects of the administration as a deterrent factor, their personal beliefs on TR showed that

their reticence was "ipso facto" as well. As they clearly stated, they did not feel any need to do research because it was useless, impractical, and academic.

As discussed in the literature section, while some see TR as a way of improving teaching, education, institutions etc., others see it irrelevant and useless. Therefore, it is no surprise that there might be resistance towards TR at institutions where it is encouraged as a professional development tool. However, for research to be most useful to teachers, it needs to take into account the limited time teachers have by presenting findings in a clear, user-friendly manner; appear relevant to teachers' own classroom contexts and experiences; and be provided by a person or an organization that they trust" (Behrstock-Sherratt, Drill &Miller, 2012, p. 7). On the other hand, Borg (2006, p. 23-26) calls for awareness, motivation, knowledge-skills, choice, mentoring, time, recognition, expectations, community, and dissemination potential in order to provide teachers with suitable with the suitable conditions to carry out TR. Roberts et al. (2007) suggested that TR could be fostered,

> by arranging schedules so teacher researchers can meet regularly, providing a place to meet and resources, promoting an environment where teachers are motivated to undertake in-depth looks at their students' learning, using the findings to guide school decision making and long-range planning, and encouraging dissemination of results (p. xix).

However, as insider researchers, we witnessed that despite the complete support of the institution with its professional aims and characteristics (see Dikilitaş et al., 2015, p. 2), some teachers may not want to conduct research since in the long run it is a self-motivated and self-generated inquiry as Lankshear and Knobel (2004, p.9) defined it.

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