TEACHER BETTERMENT:

AN EVALUATION

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ABSTRACT

This study aims at evaluating the newly designed in-service teacher training program for the experienced teachers at Hacettepe University, School of Foreign Languages. This evaluation was conducted by using Kirkpatrick's evaluation model in order to examine the effectiveness of the program in terms of achieving objectives from the perspective of the trainer and the trainees. For the data collection four instruments were used: a questionnaire was given to the trainees to determine their expectations and reactions towards the training program; individual sessions with the trainees were recorded to get information about the process of action research; interviews were done with the trainees and the trainer at the end of the program to learn their reaction to the whole experience and finally the results of the evaluation done at the end of the program were used.

Key Words: Teacher training, evaluation, Kirkpatrick Model

DAHA İYİ ÖĞRETMEN YETİŞTİRME:

BİR DEĞERLENDİRME ÖRNEĞİ

ÖZET

Bu çalışma Hacettepe Üniversitesi'ndeki Mesleki Gelişim Ünitesinin deneyimli öğretmenler için verdiği eğitim programının eğitmen ve katılımcı okutmanlar tarafından hedeflerine ulaşıp ulaşmadığını değerlendirmeyi amaçlamıştır. Bu program kurumda yeni çalışmaya başlayan deneyimli okutmanların adaptasyon sürecini kolaylaştırmayı hedeflemektedir. Değerlendirmede Kirkpatrick Modeli kullanılmıştır. Veri toplama dört şekilde gerçekleştirilmiştir: eğitime katılan okutmanlara verilen bir anket, süreç sırasında eğitime katılan okutmanlarla yapılan bireysel görüşmeler, eğitime katılanlar okutmanlar ve eğitmenle program sonunda yapılan görüşmeler ve katılımcıların program sonunda aldıkları notlar kullanılmıştır.

Anahtar Sözcükler: Öğretmen eğitimi, değerlendirme, Kirkpatrick Modeli

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1. Introduction

The need to develop a better language program has increased universities' efforts to train more efficient and fully-equipped teachers in their units. Training programs used by different universities aim to facilitate the professional development of their teachers. These training programs for the instructors include both pre-service and in-service programs to increase the teaching quality of the instructors as well as smoothing the adjustment period for them in their new institutions. Each institute organizes these training programs depending on their departmental needs. Generally, for the novice teachers a training program including all aspects of teaching profession ranging from classroom management to writing a lesson plans is provided. On the other hand, for the experienced teachers who are new to the institution a different training program may be employed. This includes reading the literature including methodology books, journals and magazines, and developing professionally through interacting with other colleagues to solve problems they encounter while teaching. They can also keep journals, and observe others (Harmer, 2002, p. 190).

However, the term "teacher training" has become a little complicated, as it is used with different connotations by the developing countries and the developed ones. It is used in developing countries to cover teacher preparation in the pre-service and teacher upgrading skills and qualifications in the in-service (Lynd, 2005, p. 11). However, in developed countries, the concept of "training" is believed to be limiting, as they find it similar to teaching a dog to roll over (Lynd, 2005, p. 12). As pointed by Lynd "training" is considered as a conditioning period in which a trainee passively learns the "dos" and the "don'ts" of classroom practice repeated by more knowledgeable trainers. Therefore, instead of teacher training "teacher education" is more often used in developed countries (2005, p. 12).

As it is also stated by Nadler and Merron (1980), "Teachers are no longer willing to accept traditional relationships, but rather are insistent that their voices be heard in designing programs of study"(p. 122). Therefore, some alternative training programs have been started all over the world. Alternative teacher in service training programs are important as they may meet individualized teachers' needs. Our unit also wanted to establish a training program in line with these recent views to provide better improvement opportunities for their teachers.

Whether it is traditional or an alternative training, Marsden stated that training programs should be evaluated so that we can validate needs assessment tools and methods; confirm or revise solution options; confirm or revise training strategies; determine trainee/trainer reactions; assess trainee acquisition of knowledge and attitudes; assess trainee performance; and determine if organizational goals are met (1991, p. 134).

According to most training experts, evaluation is a systematic process to determine the worth, value, or meaning of something (Hamtini, 2008, p.56). One important model of evaluation is that of Donald Kirkpatrick. Kirkpatrick's model is the most well-known and widely used framework for classifying areas of evaluation. In his model, he developed a conceptual framework to determine what data will be collected. Kirkpatrick's model has four levels of evaluation and it gives answers to very important questions: Reaction, Learning, Behavior, Results.

At each level, it is necessary for the evaluator to ask certain questions. On the reaction level, the evaluator asks if the participants were content with the program and assesses the components of this contentment. On the learning level, an examination of the content of the material learned is investigated. On the behavior level, it is important to assess whether the information learned had an impact resulting in a behavioral change in the learner and on the results level, whether the result of training proved to be beneficial or harmful to the organization (Kirkpatrick, 1998, p. 23).

As the administrators of the School of Foreign Languages and the head of the professional development unit at Hacettepe University wanted to determine the effectiveness of the training program for the experienced teachers, an evaluation of the program was conducted.

Hacettepe University School of Foreign Languages consists of two different departments:

1. The Department of Basic English
2. The Department of Modern Languages

Department of Basic English offers a one or two semester Basic English Program to the students who are enrolled in departments where the medium of instruction is partially (%30) or completely English and to those who are enrolled in departments where the medium of instruction is Turkish.

Department of Modern Languages offers compulsory English language courses and elective English, German, French, Spanish, Italian, Chinese, Russian, Greek and Latin courses that are successive and spread throughout eight semesters for the students registered at the faculties and schools of our university.

The Professional Development Unit at Hacettepe University was established in the Fall Semester of 2009-2010 academic year for providing in-service training services to the instructors of the School of Foreign Languages. School of Foreign Languages has been active since 1967. However, there has not been an in-service training program since then. The need to start this unit has been raised by many colleagues all these years. However, due to administrative challenges and many other factors it could not be realized. Finally, with the recent change in the administration, a new unit has been established. The program is designed to equip the both novice and experienced instructors with the basic teaching skills and to help them overcome the difficulties that the instructors might come across in the process of getting used to the teaching and learning environment at Hacettepe University.

The professional development unit set certain objectives in the training program for the experienced teachers, such as the trainees; will be able to get familiarized with the institution, they will be able to participate in the professional activities (meetings, workshops and research studies), they will be able to use problem-solving approach in teaching, they will be able to diagnose learning difficulties, they will be able to suggest remedies for the problems encountered and they will be able to analyze professional problems into researchable questions.

The training program is designed for two groups: novice and experienced teachers. For the novices the training program includes providing the trainees with the basics of the profession. After this level is completed, they are required to conduct an action research in cooperation with the trainers. For the experienced teachers the training program includes conducting an action research. The duration for the training program for the novice teachers is two years, whereas for the experienced teachers it is one semester.

Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research (Watts, 1985, p. 118). There are several ways of conducting an action research depending on the groups of researchers involved in it. An action research can involve a single teacher investigating an issue in his or her classroom, a group of teachers working on a common problem, or a team of teachers and others focusing on a school- or district-wide issue (Ferrance, 2000, p.3).

Individual teacher research generally focuses on a single issue in the classroom. The teacher may be looking for solutions to problems of classroom management, instructional strategies, use of materials, or student learning (Ferrance, 2000, p. 3).

Collaborative action research may include as few as two teachers or a group of several teachers and others interested in addressing a classroom or department issue. This issue may involve one classroom or a common problem shared by many classrooms (Ferrance, 2000, p. 4).

School-wide research focuses on issues common to all. For example, "a school may have a concern about the lack of parental involvement in activities, and is looking for a way to reach more parents to involve them in meaningful ways" (Ferrance, 2000, p. 4). Teams of teachers from the school work together to narrow the question, gather and analyze the data, and decide on a plan of action.

District-wide research is very complicated and it requires more resources. Issues can be "organizational, community-based, performance-based, or processes for decision-making" (Ferrance, 2000, p. 5). A district may choose to address a problem common to several schools or one of organizational management.

Kurt Lewin, a social psychologist and educator was the first whose work on action research was developed throughout the 1940s in the United States. Stephen Corey at Teachers College at Columbia University was among the first to use action research in the field of education. He believed that the scientific method in education can make a change because educators will be involved in both the research and the application of information (Ferrance, 2000, p. 7).

In our program individual teacher research is used for the training program. It continues for two semesters. In accordance with the steps of action research, the trainees are required to determine one problem that they encounter in the classroom at the beginning of the semester. After that they develop the instruments they will use for the research (collection and organization of data), they do the implementation and interpret the data, then decide on the action based on data and lastly they are required to hand in a final report to the trainers about the whole procedure including their own reflections. The same procedure is followed for the second semester as well.

There are three groups of individuals involved in the program: the trainer, the trainees and the administrators. The trainer is responsible for assisting the trainees throughout the process and finally evaluating the performance of the trainees with the other members of the evaluation committee including the administrators. Trainees are responsible for participating in all the activities and conducting all the required processes given by the trainer throughout the training period.

This study is an evaluation of the newly designed in-service teacher training program for the experienced teachers at Hacettepe University, School of Foreign Languages. This program is expected to help newly recruited teachers to get adapted to the new institution more easily and learn about the context and the possible problems they might encounter. This evaluation was conducted by using Kirkpatrick's evaluation model in order to examine the effectiveness of the program in terms of achieving objectives from the perspective of the trainer and the trainees. As a result of this evaluation, problems or drawbacks related to the program were investigated and the information gathered in the end including the suggestions and comments done by the trainer and the trainees will be used for the improvements which will be considered in the future.

The reason for choosing Kirkpatrick's model was because it was created especially for evaluating training programs. Moreover, it has been widely used by many researchers as it can be easily implemented. One of these studies was conducted to evaluate the Teacher Training Program in School Management in Hong Kong by Chi-Sum Wong (2003). Their study adapted Kirkpatrick's training evaluation model to examine the effectiveness of a primary refresher training program. The results indicated that the refresher training program is very effective, especially for senior teachers who are responsible for managerial duties. Another study was an evaluation of the Online Training Programs in Meteorology and Hydrology conducted by Yong Wang and Xiefei Zhi at Nanjing

University of Information Science and Technology. They used both the CIPP model and Kirkpatrick model to improve the effectiveness of the training programs and meet the demand of the national meteorological and hydrological services.

Kirkpatrick himself explained some of the studies done by using his model. The first study was a training course on performance appraisal and coaching which was conducted at the Charlotte, North Carolina branch of the Kemper National Insurance Companies. In the study all the levels were included. Another study was conducted at Delta which was reported by the American Society for Training and Development (Kirkpatrick, 1998, p. 78). In this study the training practices of Delta were evaluated. Kirkpatrick's model was also used in Turkey. An evaluation study of an in-service teacher training program at Middle East Technical University, School of English Language was conducted by Şahin. The purpose of the study was to examine the effectiveness of the in-service teacher training program, The Certificate for Teachers of English (CTE), run together by two departments: The Department of Basic English (DBE) and the Department of Modern Languages (DML) of the School of Foreign Languages (SFL) at Middle East Technical University (METU) in terms of whether it achieved its objectives and to provide suggestions regarding the redesigning of the program for the following years. Karaaslan also conducted a study to investigate the perceptions of self-initiated professional development of English language teachers at the English Language School of Başkent University.

2. Methodology

This study called for two kinds of evaluation: formative and summative. The task for the formative evaluation was to determine how the new program implemented. Summative evaluation was carried out to determine if the newly implemented program has improved such things as teacher knowledge, motivation etc.

The following research questions were asked for carrying out the study:

1. What were the trainees' personal reactions towards the training program? (Reaction)

2. To what extent does the program cover the expectations of the trainees? (Reaction)

3. Which skills did the trainees improve through the training program? (Learning)

4. Have the attitudes of the trainees improved according to the trainees themselves and teacher trainers? (Learning)

5. What were the problems that the trainees faced in the process? (Learning)

6. Has trainees' behavior change as a result of conducting an action research? (Behavior)

7. What is the result of the program for the trainees and the trainer? (Result)

3. Sampling

In this study one trainer and ten trainees constituted the participants. Out of ten trainees participating in the study, eight were females and two were males. The ages of the trainees ranged between twenty-four and thirty-three. All the trainees were experienced ranging from one year to five years. The trainees generally taught to university students, students outside university who

were working, private tutoring for young learners, young learners and secondary school learners. At the beginning there were eleven trainees, however, one of the male participants quit the training program half way because he was sent to do his military service. The trainer is the one who suggested using action research for training the experienced teachers and is also the head of the Professional Development Unit. The trainees were consisted of two males and eight females. All of the trainees had prior experiences as instructors at other universities before starting to work at Hacettepe University. That is why they were grouped under this training.

4. Data Collection

For the data collection four instruments were used.

• Questionnaire: A questionnaire was given to the trainees to determine their expectations and reactions towards the training program. The questionnaire consisted of three parts. In the first part, background information about the trainees was collected. In the second part, their perspectives of the teaching profession were examined. Finally, their expectations about the training were examined with two open-ended questions.

• Recording the trainer's individual sessions with the trainers: The individual sessions with the trainees were recorded to get information about the process of action research.

• Interviews: Interviews will be done with the trainees and the trainer at the end of the program to learn their reaction to the whole experience.

• The results of the evaluation made at the end of the program: The trainees were required to hand in a report of the action research they conducted to the trainer at the end of the program. This report will be evaluated over 60 points.

First, a questionnaire was distributed to the trainees at the beginning of the program to get their reactions and attitudes about the program. Second, for a month period tape recordings of the individual sessions of the trainer with the trainees were collected to see what kind of interactions were going on between the trainer and the trainees. These sessions included discussions on the selection of the instruments and dealing with the difficulties that the trainees came across throughout the process of conducting an action research. It also includes the trainer's instructing the trainees in doing the write up. Moreover, at the last week of the program interviews were conducted with five of the trainees and with the trainer to get first-hand information about the whole process. Finally, the training evaluation scores were checked to see their overall success in conducting an action research.

5. Data Analysis

Both qualitative and quantitative analyses were conducted. For the questionnaire frequencies for the responses were examined. For the interviews and the individual session recordings, a context analysis was done; first broad categories were determined and then coding of the responses were done.

6. Findings

Majority of the trainees stated that even if participation to the training was not compulsory, they would still be willing to participate in order to improve themselves. Almost half of the trainees said that they attended some kind of training program before participating in this process. Seven of the trainees stated that they conducted a scientific research before. However, none of the trainees conducted an action research before. The trainer was a female. She attended a teacher training program abroad and she was appointed to this post by the head of the department.

The research questions also followed the levels of the Kirkpatrick model. In the reaction level how the trainees felt about the program at the beginning is determined. In the learning level knowledge, skills or attitudes of the trainees acquired or improved throughout the process are examined. The behavior level tries to find out whether the trainees are ready to make any changes in their work behavior after being exposed to a training program. Finally, the results level determines the outcomes of the program for the institution in which the program is implemented.

6.1. Findings for the "Reaction" Level:

The research questions related to this level were "what were the trainees' personal reactions towards the training program?" and "to what extent does the program cover the expectations of the trainees?" In order to answer these questions a questionnaire was distributed to the trainees at the beginning of the program. Frequencies were calculated and open-ended questions were examined to interpret the results. The results indicated that the trainees' expectations were to gain efficiency in teaching English and gain experience in overcoming in-class problems, to improve themselves, to be able to be aware of what is going on in the fields, learn about classroom experiences and learn about action research. The trainees considered creating solutions to the problems they encounter in the classroom and improving their teaching skills as the most important thing for them in terms of their perspectives in the teaching profession.

However, three of the trainees stated that they were not sure if they would benefit or not because they needed to wait and see till the end of the program. Six of the trainees stated that they would benefit from the process because conducting an action research would help them learn more about the field and help them identify and find solutions to the in-class problems. Moreover, they also stated that this process would help them in that they would have the chance to do something about the problems that most of the teachers were complaining about. One of the trainees stated that conducting an action research enabled her to do a research that she had been thinking about conducting for quite some time, but couldn't do it because she didn't have time for that.

6.2. Findings related to "Learning" Level:

The research questions related to this level were "which skills did the trainees improve through the training program?"; "have the attitudes of the trainees improved according to the trainees themselves and teacher trainers?" and "what were the problems that the trainees faced in the process?" To answer these questions the data obtained from the tape recordings of the individual sessions and interviews were used. The findings indicated that the trainees improved their professional knowledge, research skills as well as their interpersonal relationships with their colleagues and their students.

The trainees stated in the interviews that through the sessions in which theoretical information about action research and its implementation procedures were explained and the research that they did for the write up, they learned what an action research was. So, they learned a new method which they also stated in the interview that they would be willing to use for the future practice.

> I graduated from the Department of English Language and Literature. Therefore, back at my undergraduate years, I didn't do any scientific research. It is good to learn about it and try to solve the problems I come across in my classroom. I will definitely make use of it in the future.

They also stated that they learned about how to conduct research, prepare and adapt instruments, do the analysis and present the results in the report. Moreover, they also pointed out that this process improved their relationships with their colleagues and their students. They needed to interact with their colleagues for carrying out the action research and doing several activities in their classroom. Moreover, spending more time with their students also helped them establish better rapport with their students.

> I was not teaching this semester, so I didn't have a classroom to carry out the research. Therefore, I needed to do the research in one of my colleagues' class. I didn't know her very well at the beginning, but through this process I had the chance to get know my colleague better. Even if we were working in the same institution, our conversations didn't go beyond saying hi to each other before.

The attitudes of the trainees were changing from neutral to positive at the beginning of the program. Their attitudes moved towards positive throughout the process according to the data gathered in the interviews. They stated that they found conducting action research as a useful experience and that they were more positive about it.

As for the problems that they faced throughout the process, the trainees mentioned the time limitation several times. Some of the trainees were actually involved in a variety of tasks at the department as they were working at different units while they were responsible for carrying out the action research. One trainee working at the testing unit mentioned the difficulties of doing an action research while working full time at the unit as well.

> Time was very limited for the study. I mean we have other responsibilities as well. If we were just teaching then it would be easier. But there are always some tests to prepare at the office and I had to squeeze this action research in the middle of other tasks I was responsible at work to carry out.

Moreover, they talked about the low-motivation of the students which was a big challenge for them in conducting action research. As one trainee stated,

> I was supposed to complete the normal schedule of that day and besides I also needed to keep my students longer so that I could cover the activities I should do for doing the action research. This was very overwhelming for the students. They didn't want to stay longer and I had to motivate them by giving them some goodies.

One trainee stated that she had the hardest time in writing up the results. However, they all referred to the individual sessions done with the trainer which was a huge support for them throughout the process.

> I was a Translation and Interpretation major. We didn't need to carry out this type of research and do the write up for it. Therefore, the part I had the hardest

time while conducting an action research was writing the final report. I needed constant help of the trainer. I felt very incompetent in that part.

The analysis of the tape recordings of the individual sessions with the trainer done for about a month period also indicated that the trainees were content with the process and their expectations about the program were met to a great extent. However, they constantly stated that the time given for conducting an action research was very limited. Therefore, they were not able to complete the process and hand in the report as well as they wanted it to be.

6.3. Findings related to the behavior level:

The research question related to this was "has trainees' behavior changed as a result of conducting an action research?" In order to answer this question, data gathered in the interviews with the trainer and the trainees and the final repot grades were used. The trainees were required to conduct an action research through which they were expected to develop certain personal characteristics as well as professional characteristic. The interview results indicated that the process changed the way they see their profession, their colleagues and their students. As stated by one trainee:

I definitely made great use of the action research process. I always had this idea in my mind that what should be done to overcome the speaking anxiety in language classroom. But I never managed to spend time on carrying out a research on this very important issue. So, this helped me to spend time on it.

The results of the final report that the trainees were required to submit also indicated that they successfully carried out the process.

6.4. Findings related to the "Result" Level:

The research question related to this level was "what is the result of the program for the trainees and the trainer?" To answer this question, the interviews with the trainer and the trainees were used. The results revealed that the trainees' attainments from this process were quite high according to both trainees and the trainer. Therefore, the training was considered to be effective in terms of achieving its objectives. However, the period for this level was very limited for reaching a definite conclusion. Therefore, this might be seen as a limitation for the study.

7. Discussion

The results of the reaction level indicated that there have been different views at the beginning of the program. Kirkpatrick also stated that the reactions of the participants should be considered throughout the process as it may change (1998, p. 53). Therefore, the reactions of the trainees were considered both at the beginning, through the process and at the end. Although at the beginning there were both positive and negative views, towards the end the tendency was more towards positive.

The results of the learning level were considered from two perspectives: the trainer's and the trainees. The trainees stated that they learned different things as a result of this process. Their perspectives on the level and aspects of learning differed. The trainer's view also supported that the trainees benefitted from the program in terms of improving their professional knowledge as well as their teaching practice and their relationship with their colleagues.

The results related to behavior indicated that most of the trainees were ready to change their behavior such as taking into account different points of views, following necessary developments and improve their teaching through action research. The responses of the trainees indicated that they were ready to improve and change their behavior related to teaching for the better. Kirkpatrick maintains that trainees will be motivated to learn only when they react favorably and only when they are motivated to learn are they ready to change their behavior (1998, p.87). Accordingly, most of the trainees had a positive attitude towards conducting action research and they stated that they were ready to change behavior.

Results level of the evaluation indicated that the program which included conducting an action research was useful for the trainees as they all agreed on the point that they gained something at the end of training. The trainees gained certain skills such as getting accustomed to the new teaching environment, establishing a better rapport with their students and colleagues as well as gaining a researcher perspective in the end. The trainer's views were also supportive of these results.

All in all, it can be said that the process of using an action research for the training of the experienced teachers at Hacettepe University was successful from both the trainees and the trainer's viewpoints. Instead of just telling the trainees what they should do, they are allowed to explore and find solutions to the difficulties they might come across in the classroom. Therefore, using an alternative method of training seems to be working better than using the old techniques. However, the majority of the trainees stated that the process would be more beneficial if they were given more time to conduct their study, or the conditions for conducting an action research were arranged by the administration better. Moreover, they stated that it would be better if there was a session for sharing their studies with other trainees. Also they complained about including grading to the process. They stated that this increased their stress level. In a nutshell, the evaluation of the training program for the experienced teachers yielded positive results in terms of meeting the objectives; on the condition that the required adjustments were taken into consideration for future practice.

8. Conclusion

As a conclusion, teacher training is a difficult task. At the turn of the 21st century, teachers' needs have changed fundamentally, and thus the responses to the needs should change accordingly. The literature review illustrated that inservice training is no longer limited to "one-shot workshop-type" formats. In order to have an effective training program, administrators and educators should understand the cultural and social context in which their teaching practices exist. Without implementing these fundamentals, any training will fail to become effective because of university faculty members' lack of motivation to participate in inservice training.

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APPENDICES
APPENDIX A
Interview with the Trainer

Dear Trainer,

As the action research conducting process comes to a close, it is important for us to receive your feedback regarding the whole process and implications from your point of view, so that we may benefit from it in the future.

- How long have you been working at Hacettepe University?

- How long have you worked as a teacher trainer at Hacettepe University?

- Why did you choose to start a different training program for the experienced teachers?

- How were the trainees' reactions towards conducting an action research at the beginning?

- Did those reactions change at the end? If so, in what way?

- How do you think the individual tutorials were useful for the trainees?

- What kind of problems did they encounter throughout the process?

- Was there a change in the trainees' behavior / feelings / attitudes at the end of the program? If so, how? If not, why?

- Do you think the program in general was beneficial for the trainees?

- Do you think there was a reasonable balance between theory and practice in the program?

- What are your personal views about the program?

- Related to your insights, what changes should be done for the coming years?

- Do you have any other comments you would like to make regarding the overall effectiveness of the program?

Interview with the trainees

Dear Trainee,

As the action research conducting process comes to a close, it is important for us to receive your feedback regarding the whole process and implications from your point of view, so that we may benefit from it in the future.

1. How would you define 'action research'?

2. How did you choose the topic of your study?

3. Did the research you conducted this year help you in your teaching? If yes, how?

4. What difficulties did you come across during the research process?

5. How did you overcome them?

6. How did your educational vision change as a result of this process?

7. How did your self-identity as a teacher change as a result of conducting an action research?

8. Did conducting an action research provide you with research tools? If so, which?

9. Which of these will you be able to use in the future? How?

10. How do you evaluate the process you were taken through in conducting the action research?

11. Have you taken any other training courses? If yes, what makes this one different from others?

12. Did you benefit from the individual tutorials? If so, how?

13. What can be improved in the process?

14. Do you feel that the information provided at the beginning about action research was important?

     1. Did it help you understand what action research is? If so, how?

15. Do you think you benefited from conducting an action research?

     2. Personally

     3. Professionally

QUESTIONNAIRE FOR THE TRAINEES

The purpose of this questionnaire is to collect data for the evaluation of the action research process conducted by the instructors at Hacettepe University. All individual responses will be kept strictly confidential. Therefore, I would be grateful if you would give sincere and detailed responses to all of the questions. Thank you very much in advance for your time and patience.

PART I: GENERAL INFORMATION

1. Age: _____

2. Years of experience as an English teacher:
Years _____ months _____

3. Which age group(s) have you taught? Tick all the items which apply to you.
Young learners (below 14) _____
Secondary school learners (14-18) _____
University students (over 18) _____
Students from outside university who are working _____
Other (please specify) _____

4. a) Write your reasons for participating in the action research (apart from its being compulsory):
_____

b) If this program was not compulsory, would you still consider participating in it? Why? Why not?
_____

5. Have you attended any other in-service teacher training course/s? Please tick the appropriate box.
YES □ NO □
If yes, could you fill in the chart below regarding the course(s) you have taken. If no, continue with PART II.

	1st course	2nd course	3rd course
Name(s) of the course(s)			
When?			
Duration			
Comments			

6. Have you ever implemented any scientific research? If yes, please explain the following questions:
a) When?
……………………………………………………………………………………………

b) In what context?

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c) What was it related to?

…………………………………………………………………………………………………

7. Have you ever implemented any action research? If yes, please explain please explain the following questions:

a) When?

……………………………………………………………………………………………….

b) In what context?

……………………………………………………………………………………………….

c) What is it related to?

……………………………………………………………………………………………….

PART II: THE TEACHING PROFESSION

Could you indicate which one of the following aspects are **i) the most important** (please write only one) and **ii) the least important** (please write only one) for you as a teacher. Please indicate your choices in the boxes provided.

i) ii)

□ □ a) creating solutions to the problems I encounter in my class

□ □ b) improving my classroom practice

□ □ c) improving my teaching skills

□ □ d) being able to reach the latest ELT theories and practices

□ □ e) being able to conduct research in different ELT issues

□ □ f) other (please specify) _____

Please explain why.

i) most important _____

_____

ii) least important _____

PART III: EXPECTATIONS

1. Do you think you will benefit from the action research you will conduct? If yes, how? If no, Why?

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2. Any other comments

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