Araştırmacı ve Geleceğin Profesyonelleri Olarak İngilizce Öğretmen Adayları[1]

Pre-service EFL Teachers as Future Professionals and Researchers

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Özet

Bu araştırmanın amacı İngilizce öğretmen adaylarının araştırma kavramı ve araştırma deneyimleri hakkındaki algılarını ortaya koymaktır. Hem nitel hem de nicel kapsamlı bir araştırmanın bir parçası olan bu çalışmanın çıktıları ile İngilizce öğretmen adaylarının araştırma kavramına karşı tutumlarının geliştirilmesi ve böylece kendi bilgilerini üreten, sınıf içinde ya da dışında tespit ettiği sorunlara yansıtıcı bir bakış açısıyla yaklaşan araştırmacı profesyoneller olmalarına katkı sağlamak hedeflenmiştir. Araştırma Türkiye'de büyük bir devlet üniversitesinde İngilizce Öğretmenliği bölümünde okuyan 4. sınıf öğrencisi olan 85 öğretmen adayı ile gerçekleştirilmiştir. Araştırmaya katılan öğrenciler hâlihazırda Bilimsel Araştırma Yöntemleri ve İngilizce Öğretim Yöntemleri gibi araştırma ve ilgili kavramları içeriklerinde barındıran ve öğrencilere araştırma deneyimi edinme fırsatı sunan dersleri almışlardır. Bu araştımada veriler anket yoluyla elde edilmiş ve nicel yöntemle analiz edilmiştir. Sonuçlar incelendiğinde İngilizce öğretmen adaylarının araştırma kavramına ve kendi araştırma deneyimlerine karşı pozitif bir tutum sergiledikleri gözlemlenmiştir. Öte yandan katılımcıların kendi yaşamlarında araştırma bazlı düşünme, kendilerini araştırmacı olarak ve araştırma yaparken görme, araştırma planları üzerinde tekrar tekrar çalışabilme ve gelecekteki olası araştırma başarıları gibi konularda kendilerini güvende hissetmedikleri gözlemlenmiştir.

Anahtar Kelimeler: Eğitimsel araştırma, Araştırmacı öğretmen, Eylem araştırması, Yansıtıcı düşünme

Abstract

This paper reports on the preliminary findings of a larger qualitative and quantitative research study which attempted to unearth pre-service English as a foreign language (EFL) teachers' perceptions of educational research and their own research experiences in their research methodology courses. The participants were 85 fourth-year pre-service EFL teachers who had already completed their compulsory 'Research Methodology' and 'ELT Methodology' courses in a large state university in Turkey. Data presented in this paper were collected by means of a questionnaire which was developed on the basis of a detailed literature review and the iterative discussions of the questionnaire items by the authors. For each survey item, frequency distributions and means were calculated. The findings revealed that EFL pre-service teachers held positive views about the concept of research and their own research experiences in general. Notwithstanding these positive views, they reported rather lower levels of certainty in relation to the role of research-oriented thinking in their lives, their confidence in themselves as researchers and in their research-related work, changing their research plans and revisiting key issues in their research, their feelings of satisfaction in doing research, the value of their work, and the possibility of their future research accomplishments.

Keywords: Educational research, Teacher as a researcher, Action research, Reflective thinking

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[1] This chapter is a revised and extended version of a paper presented in 2016 at the International ELT Conference titled as 'An Insider Voice into Practice" in Adana, Turkiye.

1. Introduction

Last century, educational research was considered to be a scientific approach to distinguishing subjective views from facts, but in time it has become more interpretative through observations, interviews, and questionnaires to make context-specific conclusions about schooling and education. Recently, the purpose of educational research has expanded beyond the boundaries of being a mere interpretation of data collection processes to a 'reflective inquiry' in all sets of education (Borg, 2009, 2010; Cochran-Smith & Lytle, 1993). The focus of research has shifted from teacher behavior to teachers' knowledge, thinking and learning. As this focus shift implies, research in teacher education has become a dynamic rather than a static phenomenon. This ripple effect in the field has generated the term 'teachers-as-researchers' in teacher education (Burns, 2009). It is so far inquiry-oriented instead of a tool for the prescription of pre-service teachers' (PSTs) and in-service teachers' actions. This inquiry-oriented teacher education has thus become inevitable to grab the ever-growing need for 21st-century skills such as 'critical thinking', 'problem-solving' 'initiative' and 'creativity' in most educational contexts (e.g., Akyel, 2015; Borg, 2013; Cochran-Smith & Lytle, 1993; Joram, 2007).

Teacher education has always been interested in developments, additionally research notion is continuously making a larger ground within teacher education curriculum. This growing need stimulates some studies exploring PSTs' views on research and/or research-based courses and their way of becoming research literate in diverse settings (e.g. Banegas, 2018; Cain & Allan, 2017; Elmas and Aydin, 2017; Perines, 2020; Roberts & Allen, 2013; Spronken-Smith, 2014; Katwijk, Berry, Jansen & van Veen , 2019; van der Linden, Bakx, Ros, Beijaard & Vermeulen, 2012; van der Linden, Bakx, Ros, Beijaard & van den Bergh, 2015) although these studies are meager in quantity. To map out the standpoint of pre-service teachers in the relevant network, the theoretical framework will be hereafter organized in two main headings, which are the most relevant themes described in the related domain, to explain: primarily 'teacher as a researcher' notion through the prevailing literature and followingly how research is embedded in teacher education.

1.1. Teachers as Researchers

The concept of 'teacher as a researcher' has recently become one of the key roles strongly emphasized in diverse educational settings (e.g., Akyel, 2015; Borg, 2009; Cochran-Smith & Lytle, 2009; Damşa, 2018). With the demand for reflective inquiry, attention has moved to various forms of research in both pre-service and in-service teacher education. Being aware of research itself and conducting research by the practitioners has been assumed to enhance the quality of their teaching (Flores etl., 2016). This type of research practice by teachers is motivated by different aspirations. The first and foremost certainly is the development of teachers' knowledge and skills (Borg, 2013; Smith, 2015, 2018) which then is better worded as professional development through critical inquiry. Secondly, as Dobber et al. (2012) imply, teacher research is conducted to pursue the student outcome and provide the utmost benefit for them. Another aim of this practitioner inquiry is to develop and alter policies on the basis of teacher research findings. In line with the preceding aim, the other aim can be pointed out as the contribution of teacher research is to support other teachers in a wide range through either formal or informal ways of sharing the outcomes in different ways, i.e publications, presentations, seminars and so on.

Utilizing teacher research has thus become a strategy for professional development for helping the stakeholders, here PSTs, teachers and teacher educators be aware of the context, and attain their goals by building upon the findings of teacher research (Borg, 2013; Cochran-Smith & Lytle, 2009,

Livingston & Flores 2017, Katwijk & Veen, 2021, Menter et al., 2017). Student research in general and teacher education, in particular, has accelerated the demand for research literacy worldwide as a foundation for the development of the 21st-century teaching requirements which will affect educational quality. The academic quality in turn will result in the rising status of national economies (OECD, 2022). Pre-service teacher research, on the other hand, will help them feel confident and innovative in their careers. In this paper, PST research is conceptually used to describe practitioner research as PSTs are to be future practitioners who are inclined to use already learned systematic approaches and particular strategies to conduct research likely motivated by their interest or knowledge of some problems in a particular domain. PST research, interchangeably practitioner research, can be exemplified by the concepts of action research, teacher research, and teacher inquiry which all use the teaching and teaching environment as a research context (Katwijk et al., 2019).

As Katwijk et al. (2021) point out, studies about PST research worldwide have been recently estimated and they appeal to teaching professionals who are to be lifelong learners. It is encouraged that teachers in initial teacher education programs are better to be equipped with skills to pose and address problems in their contexts. Cochran- Smith et al. (2009) suggest that it is possible for practitioners to find solutions to unanswered issues only when they are aware of research and engaged in research several times in their schools and classrooms. The promising outcomes of such research practice are not certainly limited to finding answers to the problems. It ranges from increasing the number of in-service /pre-service teachers who are aware of their competence, and capabilities and conscious of their classroom dynamics including especially students, to teacher empowerment wherever and whenever needed (Willegems, 2017, 2018). Thus, learning how to conduct research in classroom settings can further lead practitioners to have a more critical, curious, mindful, reflective, willing to share, intentional and innovative understanding of teaching and learning and involve in professional practices in international settings. Although scholars and educators value teacher research in PST settings, most findings in relevant research indicate that PSTs seem not sure about the relevance and immediate use of research in their profession (Katwijk et al., 2021). This disposition of research by PSTs accordingly is characterized by their perceptions and attitudes to 'research' itself. Inversely, their beliefs on the issue determine the value they give to research outcomes and are significant predictors of future practices (Darling-Hammond, 2017; Joram, 2007; Kotsopoulos et al., 2012). Xerri and Pioquinto (2018), in their comprehensive review of research all of which attempt to encourage ELT teachers to become research literate, points out that on the one hand practitioners really need to learn some "ways of nurturing their capacity to do research in their own contexts", on the other hand, teacher educators need the exploration of "what gaps they can bridge in order for language teachers to position themselves as teacher-researchers."(p. xii)

1.2. Research in Pre-service Teacher Education

Since the 1950s, program developers and educators in teacher education (TE) have attempted to cultivate the ground for PSTs so that they can engage in research practices within their contexts. Moreover, the importance of research and its implementation in teacher education has attracted the attention not only of governments and policymakers but also researchers, teachers and even students worldwide. This has meant that it will affect the quality of the practices of future teachers and make potential problems in wider school contexts more visible to relevant parties. In order to ensure this visibility, teacher education programs have been modified to cover more research practices (Ian & Flores, 2021; OECD, 2003). Despite the short period PSTS teachers spent during the program, it has been highly seen as fundamental to learn and practice research at this stage in order to shape the

upcoming phases of their teaching career. By providing educational research opportunities for PSTs, teacher education might have prepared them to integrate the research outcomes into their everyday teaching practice and pave the way for being well-prepared agents of research in their careers (Smith, 2015; Pesti et al., 2018).

Most studies indicate that many research-based courses have been embedded in the initial teacher education curriculum both in different forms and at different stages in several countries worldwide (e.g. Pesti et al., 2018; Perines, 2020; Smith, 2015; Katwijk et al., 2021). After the implementation of these research-based courses in teacher education programs, the promising accomplishments of the graduates in research have been observed. Although there are not sufficient number of studies exploring teacher research in initial teacher education, some significant findings have been noted in terms of a higher level of readiness for professional lives by PSTs who engage in research during PST education and a higher level of eligibility by their employers when compared to their peers who have never engaged in any type of research (Dobber et al, 2012; Flores, 2018; Wyatt & Dikilitaş, 2016). When how PSTs are provided with the research experiences in TE programs are examined, it is clearly seen that they vary according to the country's programs and policies and even at the institution-based level in the same country. In most language teacher education programs worldwide, it is recognized that PSTs are supported with courses (either research methodology or any research-based courses), several readings during the courses, observations, micro-practices and some research examples provided by some teacher organizations, such as TESOL and IATEFL, through professional activities to help them understand the concept of 'research' from mostly inside and leastwise outside of their organization (Banegas, 2018; Darling-Hammond, 2017; Flores, 2018; Smith, 2015). Through these courses and activities, it is certainly targeted that PSTs will become research literate before the actual performance of their work at school to improve their practice. Thus, the strongly desired link between theory, practice and research in PST education can be provided. However, more performance by all parties in both pre-service and in-service teacher education is needed to enhance professionalism to respond to 21st-century teacher/teaching requirements, particularly recent developments in accountability and multiculturalism worldwide (Ben-Peretz & Flores, 2018). As Flores (2018) states that the research dimension of teacher education needs to be handled in a meticulous and planned manner from the very beginning of the programs. Moreover, PSTs should be given opportunities to experience research at earlier stages either by reading or engaging in ongoing research projects at their own institutions (Flores, 2018).

1.3. Purpose of the Study

The widely-held belief is that teachers as researchers would generate their own pedagogical theories informing their teaching practices and thus become more innovative, reflective and critical as practitioners (e.g. Borg, 2009, 2010, 2013; Burns, 2010; Cochran-Smith & Lytle, 1993; Dikilitaş & Wyatt, 2011; Smith, 2018; Wyatt & Dikilitaş, 2016). As mentioned earlier, the strong emphasis on this teacher role has led to the inclusion of research methodology courses in ELT programs. However, although 'teacher as a researcher' is considered a very central role and ELT programs are in pursuit of educating their PSTs to become reflective practitioners through research, how pre-service EFL teachers, who are the agents for the actualization of this teacher role, construe 'research' itself, relatively remains unanswered and unexplored. The present study thus sets out to unearth pre-service EFL teachers' perceptions of 'research' and various aspects of it and reports on the quantitative findings of a larger research study. An understanding of these perceptions seems to be essential to devise appropriate strategies for the development and redevelopment of pre-service EFL teachers' conceptions of

educational research and the implementation of it as a tool for professional development and hence to enable these pre-service EFL teachers to become reflective and inquisitive teachers creating their own knowledge. As also stated by Tavakoli and Howard (2012), the most important step of this act would be to identify pre-service EFL teachers' perceptions of research. It is then hoped that the present study would offer us, language teacher educators, useful insights into how to make our prospective teachers more reflective and critical of their classroom practices and thus help them generate their own professional knowledge and in turn, professional identity (Henderson, 2012; Oyanagi, 2022; Xu, 2014). Moreover, the information gleaning from such a study could be a genesis of act for considering and reconsidering the content and practices of research-based courses in ELT programs so as to develop more positive attitudes towards research, to cultivate research-oriented thinking, and to raise awareness on the significance of teacher research. All these endeavors seem to be prerequisites in this 21st-century globalized world where there is a paramount need for preparing pre-service EFL teachers as autonomous and self-reflective teachers to help them successfully meet their future learners' demands in a swiftly changing world and easily navigate through pedagogical uncertainties, tensions and challenges. Also, through the outcomes of this study, PSTs would be able to focus on bridging the research-to-practice (RTP) gap not only by identifying the problems and possibilities but also by practicing what they learned and revisited in this process. Moreover, as Grima-Farrell (2017) highlights, teacher educators and PSTs and also in-service teachers as classroom practitioners can utilize such studies to "perceive one another and their respective roles in the research-to-practice process" (p.9).

Within the aim of the current study, the following research questions have been formulated:
1. What are EFL pre-service teachers' views about the place of collaboration in doing research?
2. What are EFL pre-service teachers views about the value of research?
3. What are EFL pre-service teachers' views about the aspect of 'iteration/revision' while doing research?
4. What are EFL pre-service teachers' views about the possible learning gains of their research experiences?
5. What are EFL pre-service teachers' views about their own research skills and the reliability of their research?
6. What are EFL pre-service teachers' views about the future gains of their research endeavor?

2. Methodology

2.1. Research Design

The present study adopted a descriptive-quantitative research design. Data were gathered by means of a questionnaire which was developed on the basis of the 'Jacksonville Attitudes toward Research Survey' (JARS) (Murff & Lane, 2013), 'Attitudes Toward Research Scale' (ATR) (Papanastasiou, 2005), and the iterative discussions of the items by the authors of the present study before the administration of the questionnaire. The final version of the instrument thus consisted of 30 close-ended items which asked the participants to state their views about the concept of 'research' on a five-point scale and was found to be reliable with a 0.85 Cronbach's Alpha value (30 items; α = .85). The major themes in the questionnaire were Confidence in Self, Future Hope, Value of Collaboration, Value of Iteration/Revision, Value of Learning, and Value of Research. These groups of themes were formed and finalized on the basis of negotiations between the researchers of the present study and the conceptual categories put forward in the previous literature. Since the questionnaire used a very

simple and clear language and wording, it was administered in English (e.g., I think collaboration is important for the research process). The participants were told to think of their research experiences in their courses at the department in completing the questionnaire.

2.2. Participants

The participants were fourth-year EFL pre-service teachers (n=85) in a large state university in Turkiye, and they were selected by means of convenience sampling which 'involves surveying individuals who are readily available and who the researcher has access to.' (Wagner, 2015, p.77). Prior to data collection, the PSTs had completed their compulsory 'Research Methodology' and 'ELT Methodology' courses, the requirements of which were to undertake small research projects about issues in relation to general education or foreign language teaching and learning. In 'Research Methodology' courses, EFL pre-service teachers studied qualitative and quantitative research paradigms, and stages of doing research such as deciding on a research topic, narrowing it down, and conducting a literature review on the basis of those research questions. In 'ELT Methodology' courses the fundamentals of classroom research and action research were covered, with a specific reference to qualitative and quantitative research methodologies, identifying research problems and posing research questions accordingly, techniques of data collection and analysis, reporting and discussing research findings. At the end of the term, EFL pre-service teachers were required to conduct and submit a research project that they had designed all throughout the term. The participation in the present study was on a voluntary basis, and the questionnaires were submitted face to face across a two-week period in the spring term of the 2015-2016 academic year.

2.3. Data Analysis

Data were analyzed descriptively, using SPSS for Windows (version 18). The means and frequencies of participant responses to each questionnaire item were calculated. A similar analysis was carried out to calculate the means, medians and standard deviations for each category of themes in the questionnaire (i.e. confidence in self, future hope, value of collaboration, value of iteration/revision, value of learning, and value of research)

3. Findings

This section of the paper is devoted to the report of findings, which is presented in light of the conceptual categories in the questionnaire. In the following table, the means, medians, and standard deviations of each questionnaire category are provided.

Table 1. *Categories of Themes in the Questionnaire*

Categories of Themes	*M*	Median	*SD*
Confidence in Self (CIS)	3.35	3.29	0.59
Future Hope (FH)	3.30	3.33	0.65
Value of Collaboration (VOC)	3.96	4.00	0.83
Value of Iteration /Revision (VOIR)	3.65	3.60	0.63
Value of Learning (VOL)	3.43	3.38	0.73
Value of Research (VOR)	3.70	3.67	0.62

As can be seen in Table 1, the category with the highest mean rate was 'Value of Collaboration'. This was followed by, in descending order, 'Value of Research', 'Value of Iteration/Revision', 'Value of Learning', 'Confidence in Self', and 'Future Hope', with the lowest mean score of all the other categories in the questionnaire. The findings below are reported according to the descending order of mean values obtained for the main themes in the questionnaire.

3.1. Value of Collaboration

This category in the questionnaire attempted to delve into the participants' views about the place of collaboration in doing research. As can be seen in Table 2, according to what most of the participants (n=62) stated, collaboration plays an important role in the research process. Also, a great majority of PSTs (n=66) seemed to recognize the significance of feedback or help in doing research by reporting high levels of disagreement with Item 14 in the questionnaire.

Table 2. Descriptive Analysis of the Participants' Responses: Value of Collaboration

Item No	Value of Collaboration Questionnaire Item	Frequency Distribution in Likert Scale Items						Descriptive Statistics	
		SD	D	N	A	SA	NR	*M*	*SD*
7	I think collaboration is important for the research process.	3	2	17	40	22	1	3.8	1.07
14	Really good researchers never need any help or feedback.	2	8	8	27	39	1	1.8	1.69

3.2. Value of Research

Under this category of the questionnaire were included items which aimed to reveal the participants' views about research in general. The EFL pre-service teachers in this section of the instrument reported moderately high levels of agreement with Item 1 and Item 30. As can be seen in Table 3, 59 of the participants tended to think that 'research' is a valuable endeavor. 58 of the PSTs agreed with the idea that research should be a subject of study for all PSTs. Although most of the participants recognized the value of *research* in general, they seemed to be rather hesitant when the place of research-oriented thinking in their lives was concerned, and their responses indicated rather moderately low levels of agreement when compared to those for Item 1 and Item 30. For instance, 32 of the participants neither agreed nor disagreed with the related questionnaire item, and 23 of them reported disagreement with it.

Table *3.* *Descriptive Analysis of the Participants' Responses: Value of Research*

Item No	Value of Research Questionnaire Item	Frequency Distribution in Likert Scale Items						Descriptive Statistics	
		SD	D	N	A	SA	NR	*M*	*SD*
1	Research should be taught to all pre-service teachers.	0	5	22	28	30	0	3.9	0.92
9	Research-oriented thinking plays an important role in my daily life.	4	19	32	20	10	0	3.3	3.18
30	Research is very valuable.	0	5	21	31	28	0	3.9	3.25

3.3. Value of Iteration/Revision

In this category of items in the questionnaire, the aim was to probe into whether the participants considered 'iteration/revision' as an aspect to improve the quality of any research. As shown in Table 4, the EFL pre-service teachers reported moderately high levels of agreement/disagreement with the items. However, a closer look into the frequencies of their responses seemed to indicate that the participants had conflicting views about revising research plans and methods when and if needed. Whereas nearly half of the participants (n=40) reported that they would not be willing to revise their research plans if required, they tended to think that good researchers would. Also, almost 2/3 of the participants neither agreed nor disagreed with the idea of changing their own research plans, pointing to a high level of uncertainty. A very similar uncertainty can be observed in the participants' responses to the item, 'I frequently revisit previous ideas and findings in my research to see if they need to be improved.'

Table *4.* *Descriptive Analysis of the Participants' Responses: Value of Iteration/Revision*

Item No	Value of Iteration/Revision Questionnaire Item	Frequency Distribution in Likert Scale Items						Descriptive Statistics	
		SD	D	N	A	SA	NR	*M*	*SD*
8	I frequently revisit previous ideas and findings in my research to see if they need to be improved.	5	8	29	32	11	0	3.4	1.13
11	Good researchers don't make mistakes.	30	27	12	9	7	0	2.2	1.57
15	I am willing to change my research plans, if my findings require it.	1	11	32	33	7	1	3.3	1.56
23	Good researchers are willing to revise their plans or methods, when appropriate.	1	7	16	32	28	1	3.7	2.18
27	When conducting a research project, you need to have your research method planned out correctly at the beginning.	0	6	18	42	18	1	3.8	2.76

3.4. Value of Learning

The questionnaire items under this category attempted to unearth the participants' views about the possible learning gains of their research experiences. Overall, when the mean scores and frequencies of their responses were concerned, it can be argued that EFL pre-service teachers in the present study were inclined to consider their research experiences to be helpful for their development. For example, as indicated in the table below, more than half of the participants (n=54) tended to think that their research experiences helped them develop their writing and reading skills. Similarly, nearly half of them (n=43) stated that during their research endeavor they acquired/developed important skills. 55 of the PSTs also showed a higher level of agreement with the item, 'I've learned a lot about my field from my research.'

Table 5. *Descriptive Analysis of the Participants' Responses: Value of Learning*

Item No	Value of Learning Questionnaire Item	Frequency Distributon in Likert Scale Items						Descriptive Statistics	
		SD	D	N	A	SA	NR	*M*	*SD*
4	My research has largely been a waste of time	24	23	17	19	1	1	2.3	1.19
13	My research has helped enhance my reading and writing skills.	0	10	18	33	21	3	3.6	1.54
17	I enjoyed conducting my most recent research project.	9	15	27	28	4	2	2.9	1.9
18	I've learned a lot about my field from my research.	0	9	20	32	23	1	3.7	1.84
21	I look forward to learning new information from background research in my field.	2	12	25	31	14	1	3.4	2.17
25	I enjoy research.	10	12	29	26	6	2	3	2.75
26	My research has been mostly pointless busywork.	19	24	24	13	4	1	2.4	2.88
29	I have acquired and/or developed important skills conducting my research.	0	13	29	28	15	0	3.5	3

However, an in-depth look into data indicated rather high levels of uncertainty for most of the questionnaire items. The questionnaire items that the participants seemed to be the most uncertain about were whether they enjoyed research (n=29) and whether they had acquired and/or developed important skills conducting their research (n=29). The other relatively higher levels of uncertainty can be observed in the participants' responses to the questionnaire items, 'I enjoyed conducting my recent research project.' (n=27), 'My research has been mostly pointless busywork.' (n=24), 'I look forward to learning new information from background research in my field.' (n=25). In addition, when compared to the mean scores of the other questionnaire items in this category, these were the least agreed ones.

3.5. Confidence in Self

The items in this broader theme were included in the questionnaire to reveal the participants' beliefs about their own research skills and the reliability of their research. The participants were moderately confident about their research work and research skills in general (The mean value for this questionnaire category is 3.35), but again higher levels of uncertainty seemed to prevail in all of the participant responses to most of the questionnaire items, as indicated in the following table.

Table 6. *Descriptive Analysis of the Participants' Responses: Confidence in Self*

Item No	Confidence in Self Questionnaire Item	Frequency Distributon in Likert Scale Items						Descriptive Statistics	
		SD	D	N	A	SA	NR	*M*	*SD*
2	I believe I can conduct good research.	0	7	24	39	15	0	3.7	0.86
5	I can't make very good presentations about my research.	16	31	23	14	1	0	2.4	1.04
10	If I don't understand a research publication the first time I read it, reading it a second time won't do me much good.	10	27	32	13	3	0	2.6	1.26
16	When my research doesn't go as I expected, there usually isn't much I can do to continue with it.	10	21	28	9	3	14	2.2	2
20	When I read a research paper, I can generally get what I need out of it (whether that be a general understanding or specific information.	2	11	23	34	14	1	3.5	2.04
22	I feel comfortable searching for references related to my research.	1	13	20	37	13	1	3.5	2.04
28	I am afraid the results of my research are not very reliable.	7	26	23	19	8	2	3	2.74

More than 1/3 of the participants (n=32) reported neither agreement nor disagreement with the idea of reading a research publication a second time if they did not understand it. Similarly, almost 1/3 of the PSTs (n=28) were undecided about whether they should go on with their research when it did not go well.

3.6. Future Hope

'Future Hope' was the other major category in the questionnaire and attempted to identify the participants' views about the future gains of their research endeavor. Moderate levels of agreement were observed with most of the items in this part of the questionnaire. More specifically, the frequencies showed that Item 19 'I think my research will contribute to my field' ranked the highest of all the other questionnaire items under this category (i.e. Future Hope): 59 of the participants agreed/strongly agreed with it. Nearly more than half of the participants (n=46) reported that the

skills they acquired in doing their research would be valuable for them and that there would be research accomplishments waiting ahead in their future careers.

Table 7. Descriptive Analysis of the Participants' Responses: Future Hope

Item No	Future Hope Questionnaire Item	Frequency Distribution in Likert Scale Items						Descriptive Statistics	
		SD	D	N	A	SA	NR	*M*	*SD*
3	The skills I have developed by conducting my research won't be very valuable in my future career.	13	33	25	12	2	0	2.4	0.99
6	I hope my future includes many research accomplishments.	8	18	23	23	13	0	3.1	1.23
19	I think my research will contribute to my field.	4	9	11	40	19	2	3.6	2.04
24	I will list my most recent research project on my resumé or CV.	3	14	25	31	8	4	3.1	2.64

4. Discussion

The findings of the present study revealed that the pre-service EFL teachers held positive views about educational research and their own research experiences in general. Most of the pre-service EFL teachers in the present study construed 'research' as a valuable endeavor and reported that it should be a subject of study in teacher education programs. In a similar vein, they were overall positive about their own research experiences, acknowledging the '*learning gains*' from all those research-based activities that they were engaged in. These findings echoed those in earlier research about pre-service EFL teachers' conceptions of research and their own research practices (e.g. Akyel, 2015; Banegas, 2018; Barocsi, 2019; Elmas & Aydin, 2017; Inal & Buyukyavuz, 2013; Reyes-Cruz, Rueda de León-Barbosa & Murrieta-Loyo, 2017; Savasci, 2021; Şener, 2017). The pre-service EFL teachers also seemed to have awareness about the fundamental aspects of research practices. For instance, a majority of the pre-service EFL teachers in the present study believed '*collaboration*' to be one of the key aspects of the research process. Undeniably, collaboration has become an increasingly celebrated endeavor in creating knowledge in research and enriching research outputs. It is thus very promising to see that most of the pre-service EFL teachers seem to be aware of the significance of research as a collaborative act. The PSTs were also cognizant, as it seemed, of the value of '*iteration/revision*' as another pivotal aspect to improve the quality of their research.

One interesting finding in the present study was concerned with the pre-service EFL teachers' beliefs about their skills in research and the reliability of their research. The PSTs reported moderate levels of '*confidence*' about their research work and research skills in general (The mean value for this questionnaire category is 3.35, which was the second lowest mean value of all the other categories in the questionnaire). As mentioned before, rather high levels of uncertainty seemed to prevail in all of the participant responses to most of the questionnaire items in that part of the questionnaire. Interestingly enough, 27 of the pre-service EFL teachers admitted that they did not consider their research results reliable, and 23 of them were undecided about the reliability of them. This presents a grim picture to interpret and casts doubt as to how those PSTs designed and conducted their research and what specific types of research experiences they were involved in. Furthermore, in teacher

education programs in the context of the present study, pre-service EFL teachers' experiences of research are confined to a single academic term with only two classes per week and, as stated by Pesti et al. (2018), research-based activities in teacher education programs cannot go beyond the walls of the classroom, thus failing to establish a link between research and classroom practice and hence to prepare PSTs for their future practice-oriented research engagements. Within such limited time allocated to research-based activities in teacher education and given the lack of those activities' impact on PSTs' future research engagements, it would then be naive to assume that those PSTs have mastered all research-related skills, gained the required qualifications as prospective teacher-researchers, and thus developed self-confidence as to their knowledge and skills of research. Such lack of confidence, as revealed in the present study, might be an impediment to the development of positive teacher attitudes towards educational research and to teachers' future research endeavours. In their study of student teachers' research knowledge, beliefs, and attitudes, van der Linden et al. (2015) similarly acknowledged the significance of research self-efficacy and concluded that student teachers' belief in their abilities to carry out research and then to draw upon their research results might help them develop positive attitudes towards educational research and might increase the likelihood of their research engagement as teacher researchers in the future.

Another note-worthy major finding in the present study pertained to the pre-service EFL teachers' views about their future research accomplishments. Of all the other themes in the questionnaire, '*Future Hope*' had the lowest mean score, suggesting that the pre-service EFL teachers' were rather dubious about their future research engagements as teacher researchers. Although they tended to think strongly and positively about the possible contributions of their research to their field, they did not seem to be very sure about whether the research skills they acquired would be of value and whether there were any research accomplishments waiting ahead for them in the future. This uncertainty might be due to their lack of confidence in their knowledge and skills of research and/or their lack of awareness about how research might contribute to the effectiveness of their teaching and student learning. In her study with Turkish EFL PSTs in the practicum, Akyel (2015) reached similar results. Although the participants stated that they benefited from their research engagements, only a small number of them reported that they would be conducting research when they became full teachers of English.

5. Implications

The findings of the present study seem to call for a need for reconsidering the content and practices of research-based courses in ELT programs especially in order to boost teacher pre-service EFL teachers' self-confidence in their knowledge and skills of research. Such self-confidence could be built up through schemes of scaffolding and assistance that would be provided by teacher educators (Faikhamt & Clarke, 2015) and PSTs' peers. This scaffolding could be in the form of constant constructive and systematic feedback all throughout PSTs' research-based activities in teacher education programs. What Yang et al. (2021) recommend seems to be worthy of note at this point. In their study with a group of teacher candidates in a post-graduate program (Early Childhood Education) at an English-medium, research-intensive university in Hong Kong, they attempted to find out how an online collective academic supervision model (CAS) might contribute to the development of those teacher candidates' roles as teacher-researchers and their research engagements. In their study, the researchers used a Moodle-based, collaborative learning model, which involved problem-based situations and ongoing and instant supervisor and peer feedback about teacher candidates' research

projects. The findings of their study indicated that the online CAS model contributed to the development of teacher candidates' skills of research.

As mentioned before, in the context of the present study, PSTs' research-based experiences are limited to a single course in a single term. Such limited time allocated for research-based activities might not suffice for PSTs to develop a thorough understanding of research and its significance for teacher development. For research methodology courses to be more impactful, there is a need for the continuity of those courses and thus to maximize opportunities for teacher PSTs' research engagement all throughout their education (Munthe & Rogne, 2015). Providing several research opportunities for PSTs in other methodological courses in the curriculum could be the first step to maintain the possible positive outcomes of teacher research and this could thus open some space for them to practice what is gained in research methodology courses. It could further contribute to retaining their interest in research. Another attempt to make research methodology courses more impactful could be the introduction of teacher research examples by researchers from inside or outside the institution through either virtual/in-person presentations, seminars, project-based initiatives or any other asynchronous channels (i.e., academic vlogs or websites). Embedding such real-life opportunities in the syllabus can help PSTs to observe both the research cycles and '*future gains*' of it in advance. Additionally, PSTs can be included in some educator-educatee research partnerships during their education. This should certainly be done with ethical considerations and PSTs' involvement should be meticulously observed and supported. Another effective way of infusing research-based practices in pre-service teacher education could be to publish research endeavors, outcomes and/or views by PSTs through bulletin boards and PST journals to establish a sustainable research culture in their environment. Only in this way could we showcase PSTs the organic relationship between doing educational research and successful teaching and help them feel confident about their roles as teacher researchers in the future.

5. Limitations and Future Research

The present study was in pursuit of understanding pre-service EFL teachers' perceptions in relation to the concept of educational research and their own research engagement in research methodology courses. The study reported here used questionnaires as its main tool of data collection and presented the main quantitative findings of one aspect of a larger research study yielding both quantitative and qualitative data. Utilizing other sources of information would triangulate data presented in this paper and thus enrich the findings gleaned from them. Also, no claims could be made as to the representativeness or generalizability of these findings due to the small number of participants. Data collected were limited to 85 pre-service EFL teachers and a single context (i.e., an ELT department in a large state university in Turkiye). Future research could eliminate this limitation by reaching out to a larger number of pre-service EFL teachers in a variety of language teacher education programs in the context of the present study in order to come to a comprehensive understanding of their perceptions and experiences of *research.* Furthermore, follow-up research could be conducted with the participants of the current study to monitor their possible endevors of educational research engagements, if any.

7. Concluding Remarks

The present study was in pursuit of understanding pre-service EFL teachers' perceptions of educational research and of their own research experiences in their research methodology courses. The findings revealed that the pre-service EFL teachers in the present study held positive views about

educational research and their own research experiences in general. They also reported moderate levels of confidence about their research work and research skills in general, and they were dubious about their future research engagements as teacher researchers. All this information could be drawn on to consider and reconsider the content and practices of research methodology courses in (language) teacher education programs. If (language) teacher education is to keep up with the demands and changing needs of 21st century education, there appears to be a paramount need for enabling teachers to become more self-reflective, critical, and innovative about their own teaching. Maximizing PSTs' research engagement throughout their education could thus be one of the catalysts to equip our future forces with the motivation and confidence to shape their classrooms and schools for the betterment of learning outcomes.

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Geniş Özet

Giriş

Son zamanlarda eğitim araştırmalarının amacı, veri toplama süreçlerinin salt yorumlanmasından öteye eğitimin tüm alanlarında bir "yansıtıcı" sorgulamaya doğru gelişme göstermiştir (Borg, 2009, 2010; Cochran-Smith & Lytle, 1993). Araştırmaların odak noktası öğretmen davranışından öğretmenlerin bilgisine, düşüncesine ve öğrenmesine doğru kaymıştır. Bu odak değişiminden de anlaşılacağı gibi öğretmen eğitiminde araştırma, statik bir olgudan ziyade dinamik bir

olgu hâline gelmiştir. Alandaki bu dalgalanma etkisi, öğretmen eğitiminde 'araştırmacı olarak öğretmenler' terimini ortaya çıkarmıştır (Burns, 2009). Artık araştırmalar, hizmet öncesi ve hizmet içi öğretmenlerin eylemlerinin tasvirinden çok bu eylemlerin etkinliğinin araştırılmasına yönelik bir hâl almıştır. Bu sorgulamaya yönelik öğretmen eğitimi, eğitim ortamlarının çoğunda gelişim için sürekli ihtiyaç duyulan eleştirel düşünce, problem çözme becerileri, girişimcilik ve yaratıcılık gibi 21. yy. becerilerini edinebilmek amacıyla kaçınılmaz olmuştur (örn. Borg, 2013; Cochran-Smith & Lytle, 1993; Joram, 2007).

Öğretmen eğitimi her zaman gelişmelere açık olmuştur ve araştırma kavramı da bu programlarda giderek daha da büyük bir önem kazanmıştır. Araştırma kavramının önem kazanmasıyla, öğretmen adaylarının araştırma ve/veya araştırmaya dayalı derslere ilişkin görüşlerini ve farklı bağlamlarda araştırma okuryazarlığı edinmek için gerekli olan yolları araştıran, nicelik olarak yetersiz olsa da bazı çalışmaların yapılmasına yol açmıştır (örn. Banegas, 2018; Cain & Allan, 2017; Elmas ve Aydın, 2017; Perines, 2020; Roberts & Allen, 2013; Spronken-Smith, 2014; Katwijk, Berry, Jansen & van Veen, 2019). Öğretmen adaylarının bakış açısının haritasını çıkarmak için, bu çalışmadaki teorik çerçeve, ilgili alanyazında tanımlanan en temel temalar olan iki ana başlıkta organize edilmiştir: İlgili alanyazında araştırmacı olarak öğretmenler ve öğretmen eğitiminde araştırma kavramının yeri.

İlk olarak araştırmacı olarak öğretmen kavramına bakıldığında, son zamanlarda farklı eğitim ortamlarında şiddetle vurgulanan kilit rollerden biri hâline geldiği görülmektedir (örn., Akyel, 2015; Borg, 2009; Cochran-Smith & Lytle, 2009; Damşa, 2018). Yansıtıcı araştırmaya olan taleple birlikte hem hizmet öncesi hem de hizmet içi öğretmen eğitiminde dikkatler çeşitli araştırma biçimlerine kaymıştır. Öğretmenlerin araştırma kavramının farkında olmasının ve bizzat uygulayıcılar tarafından araştırma yapılmasının öğretimin kalitesini artıracağı varsayılmıştır (Flores vd., 2016). Öğretmenler tarafından yapılan bu tür araştırmaların iki temel faydası olduğu gözlenmiştir. İlk ve en önemlisi kesinlikle öğretmenlerin bilgi ve becerilerinin geliştirilmesidir (Borg, 2013; Smith, 2015, 2018) ki bu daha sonra eleştirel sorgulama yoluyla mesleki gelişim şeklinde daha iyi ifade edilmiştir. İkincisi, Dobber ve arkadaşlarının (2012) da belirttiği gibi öğretmen araştırmasının en önemli amacının öğrenci çıktılarını takip etmek ve onlara en yüksek faydayı sağlamak olduğu ortaya konmuştur. Bu öğretmen araştırmalarının bir diğer amacı ise öğretmen araştırma bulguları temelinde politikalar geliştirmek, değiştirmek ve diğer bir ifade ile de iyileştirmektir. Buna uygun olarak, öğretmen araştırmasının bir diğer katkısının da çıktıları farklı şekillerde sunarak yani yayınlar, sunumlar, seminerler yoluyla geniş bir yelpazede diğer öğretmenleri de desteklemek olduğu bilinmektedir.

Böylece öğretmen araştırmaları, paydaşların, öğretmen adaylarının, öğretmenlerin ve öğretmen eğitimcilerinin, bağlamdan haberdar olmalarına ve öğretmen araştırmalarının bulgularına dayanarak hedeflerine ulaşmalarına yardımcı olmak için mesleki gelişim için bir strateji hâline gelmiştir (Borg, 2013; Cochran-Smith & Lytle, 2009, Livingston & Flores 2017, Katwijk & Veen, 2021, Menter ve diğerleri, 2017). Genel olarak ya da özellikle öğretmen eğitiminde aday öğretmen/öğrenci araştırmaları, eğitimin kalitesini etkileyecek 21. yüzyıl öğretim gereksinimlerinin geliştirilmesi için bir temel olmuş ve dünya çapında araştırma okuryazarlığına olan talebi hızlandırmıştır. Böylece öğretmen eğitiminde, dolayısıyla yükseköğretimde yükselen kalite ile ulusal ekonomilerin statüsünün yükselmesi sağlanmış olacaktır. (OECD, 2022). Hizmet öncesi öğretmen araştırması ise, öğretmen adaylarının kariyerlerinde kendilerine güven duymalarına ve yeniliklere ve gelişmeye daha açık hissetmelerine yardımcı olacaktır.

Alanyazında öğretmen araştırması kavramı söz konusu olduğunda araştırmacı öğretmen kavramından sonra dikkat çeken diğer tema ise öğretmen eğitiminde araştırma kavramının nasıl ele alındığıdır. 1950'lerden bu yana, öğretmen eğitiminde programcılar ve eğitimciler, öğretmen

adaylarının eğitim ortamlarında araştırma uygulamalarına katılabilmeleri için zemin hazırlamaya çalışmışlardır. Ayrıca, öğretmen eğitiminde araştırmanın önemi ve uygulanması, yalnızca hükümetlerin ve eğitim politikası geliştirenlerin değil, aynı zamanda dünya çapındaki araştırmacıların, öğretmenlerin ve hatta öğrencilerin dikkatini çekmiştir. Bu, geleceğin öğretmenlerinin sınıf içi uygulamalarının kalitesini etkileyeceği ve daha geniş okul bağlamındaki olası sorunları ilgili taraflarca daha görünür hale getireceği anlamına gelmektedir. Bu görünürlüğü sağlamak için zamanla öğretmen yetiştirme programları daha fazla araştırma uygulamasını kapsayacak şekilde değiştirilmiştir (Ian ve Flores, 2021; OECD, 2003). Öğretmen eğitimi programları, öğretmen adayları için eğitimsel araştırma fırsatları sağlayarak, onları araştırma sonuçlarını günlük öğretim uygulamalarına entegre etmeye hazırlamakta ve kariyerlerinde iyi hazırlanmış araştırmacılar olmalarının önünü açmaya çalışmaktadır (Smith, 2015; Pesti vd., 2018). Çoğu çalışma, dünya çapında çeşitli ülkelerde araştırma temelli birçok dersin hem farklı biçimlerde hem de farklı aşamalarda hizmet öncesi öğretmen eğitimi müfredatına dâhil edildiğini göstermektedir (örn. Pesti vd., 2018; Perines, 2020; Smith, 2015; Katwijk vd., 2021). Araştırmaya dayalı bu derslerin öğretmen yetiştirme programlarında uygulanmasından sonra, mezunların araştırma alanında gelecek vaat eden başarıları gözlemlenmiştir. Hizmet öncesi öğretmen eğitiminde öğretmen araştırmalarını araştıran yeterli sayıda çalışma bulunmamakla birlikte, bu bağlamda araştırma yapan öğretmen adaylarının mesleki hayata hazırbulunuşluk düzeylerinin daha yüksek olduğu ve öğretmen adaylarının daha önce herhangi bir araştırma yapmayan akranlarına kıyasla işverenleri tarafından tercih edilme oranlarının yüksek düzeyde olduğu yönünde bazı önemli bulgular kaydedilmiştir (Dobber vd., 2012; Flores, 2018; Wyatt ve Dikilitaş, 2016). Bu konudaki yaygın görüş araştırmacı olarak öğretmen ve/veya öğretmen adaylarının kendi öğretim uygulamalarının farkında olan, kendi pedagojik teorilerini oluşturabilmek için gerekli bilgi ve becerileri sürekli geliştiren ve böylece daha yenilikçi, yansıtıcı ve eleştirel olacaklarıdır (örn. Borg, 2009, 2010, 2013; Burns, 2010; Cochran-Smith & Lytle). , 1993; Dikilitaş ve Wyatt, 2011; Smith, 2018; Wyatt ve Dikilitaş, 2016).

Araştırmacı öğretmen rolüne yapılan güçlü vurgu, İngilizce öğretmenliği (İÖ) programlarına araştırma metodolojisi derslerinin dâhil edilmesini sağlamıştır. Bununla birlikte, araştırmacı olarak öğretmen çok merkezi bir rol olarak görülse de ya da İÖ programlarında, öğretmen adaylarını araştırma yoluyla yansıtıcı öğretmenler olmaları amaçlansa da eğitim ortamlarında araştırma uygulayıcısı olacak İngilizce öğretmen adaylarının araştırma kavramını nasıl yorumladığı, nispeten cevapsız ve keşfedilmemiş olarak kalmıştır. Dolayısıyla bu çalışma, İngilizce öğretmen adaylarının araştırma algılarını ve araştırmanın çeşitli yönleri hakkındaki düşüncelerini ortaya çıkarmayı amaçlamaktadır ve daha kapsamlı bir araştırma çalışmasının nicel bulgularını rapor etmektedir. Bu algıların tespit edilmesi ile İngilizce öğretmen adaylarının eğitim araştırması algılarının geliştirilmesi/iyileştirilmesi, araştırma yaparken gerekli uygun stratejilerin ve yenilerinin tasarlanabilmesi için ihtiyaç duyulan alanların belirlenmesi amaçlanmıştır. Buna ek olarak, araştırmanın çıktıları ile öğretmen adaylarının kendi mesleki bilgilerini geliştirmelerine rehberlik edilmesi dolayısıyla mesleki kimliklerini oluşturmalarının sağlanması hedeflenmektedir. Dolayısıyla bu çalışmadan elde edilen bilgiler, İngilizce öğretmen adaylarının bilimsel araştırmaya yönelik daha olumlu tutumlar geliştirmesi için neler yapılabileceğine, söz konusu öğretmen adaylarının araştırma odaklı düşünme becerilerinin nasıl geliştirilebileceğine, İÖ programlarındaki araştırmaya dayalı derslerin içeriğinin ve uygulamalarının yeniden nasıl ele alınabileceği ve geliştirilebileceğine dair öneriler sunulmasına da katkıda bulunacaktır. Mevcut bu çalışmada, aşağıdaki araştırma sorularına cevap bulunması hedeflenmiştir:

1. İngilizce öğretmen adaylarının araştırma yaparken iş birliğinin önemi hakkındaki görüşleri nelerdir?
2. İngilizce öğretmen adaylarının araştırmanın değeri hakkındaki görüşleri nelerdir?

3. İngilizce öğretmen adaylarının araştırma yaparken yineleme/revizyon boyutuyla ilgili görüşleri nelerdir?

4. İngilizce öğretmen adaylarının araştırma deneyimlerinin olası öğrenme kazanımları hakkındaki görüşleri nelerdir?

5. İngilizce öğretmen adaylarının kendi araştırma becerileri ve araştırmalarının güvenilirliği hakkındaki görüşleri nelerdir?

6. İngilizce öğretmen adaylarının araştırma çabalarının gelecekteki kazanımları hakkındaki görüşleri nelerdir?

Bu çalışmada, öğretmen adaylarının araştırma yaparken kullanılacakları sistematik yaklaşımları ve belirli stratejileri hâlihazırda öğrenmiş, geleceğin potansiyel araştırmacıları oldukları varsayılarak öğretmen adayı araştırması kavramsal olarak uygulayıcı araştırması olarak ele alınacaktır. Hizmet öncesi öğretmen araştırması ya da diğer bir ifadeyle uygulayıcı araştırması, tümü öğretim ve öğretim ortamını araştırma bağlamı olarak kullanan eylem araştırması, öğretmen araştırması ve öğretmen soruşturması kavramlarıyla örneklendirilmiştir (Katwijk vd., 2019).

Yöntem

Bu çalışma, tanımlayıcı-nicel araştırma desenini benimsemiştir. Veriler, Jacksonville Araştırmalara Yönelik Tutumlar Anketi (JARS) (Murff & Lane, 2013) ve Papanastasiou'nun Araştırmaya Yönelik Tutum Anketi (ATR) (2005) temel alınarak geliştirilen bir anket aracılığıyla toplanmıştır. Anketi uygulamadan önce bu çalışmanın yazarları tarafından anket maddelerinin uygunluğu gözden geçirilmiştir. Anketin son hâli, katılımcılardan araştırma kavramı hakkındaki görüşlerini beş puanlık Likert ölçeğine göre belirtmelerini isteyen ve 0.85 Cronbach's Alpha değeri ile güvenilir olduğu belirlenen 30 kapalı uçlu maddeden oluşmaktadır (30 madde; α = .85). Anketteki ana temalar şu şekilde sıralanmıştır: Kendine Güven, Gelecek Umudu, İş Birliğinin Değeri, Yinelemenin/Revizyonun Değeri, Araştırma yoluyla Öğrenmenin Değeri ve Araştırmanın Değeri. Belirtilen tema grupları, mevcut çalışmanın araştırmacıları ile önceki literatürde ortaya konan kavramsal kategoriler arasındaki müzakereler temelinde oluşturulmuş ve sonuçlandırılmıştır.

Katılımcılar, Türkiye'de büyük bir devlet üniversitesinde dördüncü sınıf İngilizce öğretmeni adaylarıdır (n=85) ve katılımcılar, kolay ulaşılabilir ve araştırmacının erişebildiği bireyleri içeren kolayda örneklem yöntemi ile seçilmiştir. (Wagner, 2015, s.77). Veriler toplanmadan önce, bu araştırmadaki katılımcılar olan öğretmen adayları, içeriğinde genel eğitim veya yabancı dil öğretimi ve öğrenimi ile ilgili konularda küçük araştırma projeler olan zorunlu Araştırma Metodolojisi ve İÖ Metodolojisi derslerini tamamlamışlardır.

Veriler, Windows için SPSS (sürüm 18) kullanılarak betimsel olarak analiz edilmiştir. Katılımcıların her bir anket maddesine verdikleri yanıtların ortalamaları ve frekansları hesaplanmıştır. Anketteki her tema kategorisi (örn. kendine güven, gelecek umudu, iş birliğinin değeri, yineleme/revizyonun değeri, öğrenmenin değeri ve araştırmanın değeri) için ortalama, medyan ve standart sapmaların hesaplamak için benzer bir analiz yapılmıştır.

Bulgular

Daha önce de belirtildiği gibi, söz konusu bu çalışmanın verileri Kendine Güven, Gelecek Umudu, İş Birliğinin Değeri, Yinelemenin/Revizyonun Değeri, Araştırma yoluyla Öğrenmenin Değeri ve Araştırmanın Değeri ana temalarından oluşan bir anket yoluyla toplanmıştır. Elde edilen temel bulgulara göre, çalışma katılımcıları bilimsel bir araştırma yaparken iş birliğinin ve geribildirimin önemli olduğunu söylemektedir. Benzer bir şekilde, katılımcılar bilimsel bir araştırmanın kalitesini arttırmak

için araştırma süreçlerinin geriye dönük bir şekilde gözden geçirilmesi ve revize edilmesinin önemine de inandıklarını belirtmektedir. Çalışma katılımcıları ayrıca bilimsel araştırmanın değerine inandıklarını ve kendi bilimsel araştırma yapma tecrübelerinin bir öğretmen adayı olarak gelişimlerine katkıda bulunduğunu rapor etmektedir. Söz konusu bu başlıklar altındaki anket maddelerine verilen cevaplarla karşılaştırıldığında, nispeten daha az bir ortalama değere sahip olsa da katılımcıların yarısı kendi araştırma bilgi ve becerilerine dair kendilerine güvendiklerini ve araştırma yapma tecrübelerinin gelecekte mesleki yaşantıları için önemli ve değerli olduğunu dile getirmektedir.

Tartışma, Sonuç, Öneriler

Araştırma bulguları ilginç sonuçlar ortaya çıkarmıştır. Çalışma katılımcıları öğretmen adayları, bilimsel araştırmanın değerli bir uğraşı olduğuna, öğretmen yetiştirme programlarında araştırma becerilerinin geliştirilebileceği derslerin gerekliliğine ve bu tarz derslerde kendi bilimsel araştırma tecrübelerine dair olumlu görüşler bildirmiş olsa da özellikle kendi mevcut araştırma bilgi ve becerileri, yaptıkları bilimsel araştırmaların güvenirliği ve gelecekte mesleki kariyerlerinde bilimsel araştırmanın yeri konusunda bazı çekinceleri olduğu da görülmüştür. Her ne kadar, öğretmen yetiştiren programlarda aday öğrencilerin araştırma becerilerinin geliştirilmesi ve araştırmacı öğretmen rollerine hazırlanabilmeleri için ayrılan kısa zaman düşünüldüğünde böylesi bir tablo ilk bakışta olağan gibi görünse de söz konusu bu çalışmada bazı öğretmen adaylarının kendi araştırma bilgi ve becerilerine ve gelecekte öğretmenlik tecrübelerinde araştırmanın yerine dair çekinceleri olduğunu belirtmeleri üzerinde durulması gereken bir konudur.

Bu çalışmanın bulguları, özellikle İngilizce öğretmen adaylarının bilgi ve araştırma becerilerine olan özgüvenlerini artırmak için, İngilizce öğretimi programlarındaki araştırmaya dayalı derslerin içerik ve uygulamalarının yeniden gözden geçirilmesi ihtiyacını ortaya çıkarmaktadır. Bu tür bir özgüven, (Faikhamt & Clarke, 2015) ve adaylar ve akranlarının da bulunduğu öğretmen eğitimcileri tarafından sağlanacak olan bağlamlar aracılığıyla oluşturulabilir. Bu yapı, öğretmen yetiştirme programlarında adayların araştırmaya dayalı faaliyetleri boyunca sürekli yapıcı ve sistematik geri bildirim şeklinde olduğunda daha verimli olacaktır. Daha önce de belirtildiği gibi, bu çalışma bağlamında öğretmen adaylarının araştırmaya dayalı deneyimleri, tek bir dönemde tek bir dersle sınırlıdır. Müfredattaki diğer metodolojik derslerde adaylara çeşitli araştırma fırsatları sağlamak, öğretmen araştırmasının olası olumlu sonuçlarını sürdürmek için ilk adım olabilir ve bu, Araştırma Yöntemleri dersinde kazanılanları uygulamaları için onlara fırsat sağlayabilir. Araştırmaya olan ilgilerinin korunmasına daha fazla katkıda bulunabilir. Araştırma Yöntemleri dersini daha etkili hâle getirmek için başka bir yol ise, kurum içinden veya dışından araştırmacılar tarafından gerçekleştirilecek sanal/yüz yüze sunumlar, seminerler, proje tabanlı girişimler veya diğer kanallar (örn. akademik vloglar veya web siteleri) aracılığıyla öğretmen araştırma örneklerinin tanıtılması olabilir. Ayrıca adaylar, eğitimleri süresince etik düşüncelerle yürütülecek, adayların katılımlarının titizlikle izlendiği ve desteklendiği bazı öğretmen eğitimcisi-aday araştırma ortaklıklarına dâhil edilebilirler. Hizmet öncesi öğretmen eğitiminde araştırmaya dayalı uygulamaları aşılamanın bir başka etkili yolu, çevrelerinde sürdürülebilir bir araştırma kültürü oluşturmak için öğretmen adaylarının araştırma çabalarını, sonuçlarını ve/veya görüşlerini bülten panoları ve öğretmen adaylarının dergileri aracılığıyla yayınlamak olabilir.

Bu çalışmada anket ana veri toplama aracı olarak kullanılmış ve hem nicel hem de nitel veri sağlayan daha büyük bir araştırmanın sadece nicel bulguları sunulmuştur. Diğer bilgi kaynaklarından yararlanmak, bu makalede sunulan verilerin üçlenmesini sağlayacaktır ve böylece toplanan verileri ve dolayısıyla bulguları zenginleştirecektir. Ayrıca, çalışmadaki katılımcı sayısının azlığı nedeniyle bu bulguların temsil edilebilirliği veya genellenebilirliği konusunda herhangi bir iddiada bulunulmamıştır.

Gelecekteki araştırmalar, bu çalışma bağlamında çeşitli dil öğretmeni eğitim programlarında daha fazla sayıda İngilizce öğretmeni adayına ulaşarak, onların araştırma deneyimlerini ve algılarını kapsamlı bir şekilde anlamak için bu sınırlamayı ortadan kaldırabilir. Ayrıca, eğer varsa, eğitim araştırması tecrübelerinin olası sonuçlarını izlemek için mevcut çalışmanın katılımcıları ile takip araştırması yapılabilir.

Yayın Etiği Beyanı

Bu araştırmanın planlanmasından, uygulanmasına, verilerin toplanmasından verilerin analizine kadar olan tüm süreçte "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi" kapsamında uyulması belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan "Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler" başlığı altında belirtilen eylemlerden hiçbiri gerçekleştirilmemiştir. Bu araştırmanın yazım sürecinde bilimsel, etik ve alıntı kurallarına uyulmuş; toplanan veriler üzerinde herhangi bir tahrifat yapılmamıştır. Bu çalışma herhangi başka bir akademik yayın ortamına değerlendirme için gönderilmemiştir.

Araştırmacıların Katkı Oranı Beyanı

Bu araştırmaya araştırmacılar tarafından eşit oranda katkı sağlanmıştır.

Çatışma Beyanı

Araştırma kapsamında elde edilen sonuçlarda ya da görüşlerde dolaylı/dolaysız herhangi mali çıkar ya da bağlantı olmadığını, çıkar çatışması yaşanmadığını ve yanlılık bulunmadığını beyan ederiz.