AN ETHNOGRAPHY IN TURKISH HIGHER EDUCATION:

A COLLABORATIVE RESEARCH BASED APPROACH TO TEACHER EMPOWERMENT
(CORBATE)

Bena Gul Peker
Doctor of Philosophy

THE UNIVERSITY OF ASTON IN BIRMINGHAM

April, 1997

This copy of the thesis has been supplied on condition that anyone who consults it is understood to recognize that its copyright rests with its author and that no quotation from the thesis and no information derived from it may be published without proper acknowledgement

ABSTRACT

This ethnographic study investigated the process of empowerment in the context of Turkish higher education. Data were collected through participant observation of teachers working in a collaborative action research project over a period of three years. The three sources of data were observational, interview and documentary data.

The participants of this study were teachers working at the Department of Basic English, School of Foreign Languages, the Middle East Technical University, Ankara where the researcher has worked as a teacher and teacher trainer. All participants of this study have been given pseudonyms for purposes of confidentiality.

This study used the interactive model of qualitative data analysis and phenomenological interview analysis. The procedure was as follows: Firstly, raw data were processed. Then, observational data were analyzed by open and axial coding, hence two levels of analysis. Segmented field notes were identified as emerging themes, coded and categorized. Data were displayed and conclusions drawn using three techniques from ethnographic data analysis: Plot and Characters, Natural History, and Thematic Organization. As is the case in an interactive model of analysis, implicit coding was happening from the outset of the study, thus making "a continual blurring and intertwining of coding, data collection and analysis" (Filstead, 1970, p.291). Naturalistic criteria for reliability and validity were used along with intercoder reliability.

The research questions asked in this study were as follows:

1. What competencies do teachers need in Conversations with Self in order to be able to decide on what knowledge and values are beneficial for them?

2. What competencies do teachers need in Conversations with Self in order to be able to voice their own opinions in dealing with unequal power relationships?

3. What competencies do teachers need in Conversations with Settings in order to understand and interpret their teaching situation?

4. What competencies do teachers need in Conversations with Settings in order to take action to change their teaching situation?

5. What resources and support do teachers need in Conversations with Settings in terms of the power relationships within the organization in order be able to change their teaching situation?

6. What is the role of the change agent in facilitating the competencies required in Conversations with Self and Settings?

The findings of the study indicate the feasibility of teacher empowerment as Conversations with Self. Among some of the domains of activity described in the process of empowerment were consciousness raising, working with other people, knowing self better and listening and observing both self and others better. The findings of the study do not reveal a feasibility of teacher empowerment in terms of the political agenda of Conversations with Settings. Such conversations remained at the level of job involvement. That is to say, the political agenda of Conversations with Settings, was feasible in terms of autonomy and control in the classrooms of individual teachers.

Key Terms

collaboration

reflection

research-based inquiry

action research

planned change

change strategies

teacher empowerment

Conversations with Self

Conversations with Settings

ACKNOWLEDGEMENTS

This thesis required the good will, time, commitment, and encouragement of many people. I would like to thank Professor Frank Knowles and Dr. Julian Edge for their contributions to this thesis. I would also like to thank the staff of the Language Studies Unit, Aston University, Dr. Peter Roe and David Charles for their valuable insights in the initial stages of the study. I am indebted to Nur Kurtoglu Hooton for her admirable efforts in securing the submission of this thesis. Thanks are extended to Mary Bodfish and Sue Morton, LSU Office Staff, who have always welcomed us warmly. Professor Nigel Reeves, Pro-Vice Chancellor deserves special mention for his support and encouragement. I would also like to thank Julie Ramsden, personal assistant to the Pro-Vice Chancellors, for her unfaltering efficiency in establishing contacts between England and Turkey.

I am deeply grateful to Alan Mountford and Ken FitzSimons, the former and current English Language Officers of the British Council, Ankara, Turkey. Alan Mountford's faith, encouragement, and financial assistance enabled me to continue with my research. I had further privilege of support and encouragement from Ken FitzSimons, both personally and professionally, to which I am extremely grateful. Thanks are also due to Andrew Daventry, teacher training consultant of the British Council for his support.

I wish to express my indebtedness to my colleagues Dr. Phyllis Lim, the former director and Professor Theodore Rodgers, the current director of the MA TEFL Program, Bilkent University . Thanks for your comments on the history of the Turkish Republic, Phyllis. And Ted, having you as a second coder has been an extremely enjoyable and inspiring intellectual exercise.

I wish to express my heartfelt gratitude to my colleagues Gulfem Aslan, teacher training consultant at the British Council, Ankara, Turkey, for her patience, support and comments in the initial coding scheme. Special thanks are due to Gulsima Baykal and Robert West, colleagues at the Middle East Technical University, for their friendly encouragement and advice at the early stages of the writing of this thesis. Thanks are also due to Ferruh Bagsu, a former student, for always being there for technical help.

I must express my grateful appreciation to the members of the Administration of the Department of Basic English, the Middle East Technical University for providing support and encouragement. I wish to mention the late and dearly loved former director of the DBE, METU, Abdurrahman Cicek whose friendship and unfaltering faith in his employees is deeply missed. I must also express my deep gratitude to my "clients" whose names must remain anonymous. Thank you for your commitment and sense of professionalism. Rest assured that I have made every effort to merit your trust by being faithful to the data that you have provided and I hope you have had a memorable experience with your "change agent."

Most of all, I would like to acknowledge my debt to my family and friends who have supported me with their love and patience. In particular, I would like to thank Betul Uncular for her understanding in times of hardship in the writing of this thesis. My deepest appreciation is to my mother and husband, without whose patience and caring support, this thesis would never have been completed. Thank you for being there to help me through a challenging and gratifying journey towards my own empowerment. I will always need your help in securing the will and the power to search for the better in life.

LIST OF TABLES[1]

TABLE	Page
Table 2.1 The number of Research Assistants Sent Abroad for Post Graduate Studies	38
Table 3.1 Key Issues in Approaches to Teacher Empowerment	74
Table 6.1 Transcription Conventions	146
Table 6.2 Members of the Administration	166
Table 6.3 Teacher Trainers	167
Table 6.4 Clients	167
Table 6.5 Time-ordered Matrix (1991-1992)	184
Table 6.6 Time-ordered Matrix (1992-1993)	188
Table 6.7 Time-ordered Matrix (1993-1994)	196

[1] The tables and figures have been numbered in sequence for each chapter.

LIST OF FIGURES

FIGURE	Page
Figure 2.1 Structure of the Higher Education System	30
Figure 2.2 The Number of Students between 1981-1991	35
Figure 2.3 The Number of universities Established between 1933 and 1993	36
Figure 3.1 A Conceptual Framework for Restructuring Schools	52
Figure 4.1 The Action Research Spiral	95
Figure 4.2 The Moments of Action Research	96
Figure 4.3 Developmental Stages of Action Research	100
Figure 5.1 Theoretical Social Roles for Fieldwork	118
Figure 5.2 An Interactive Model of Qualitative Analysis	130
Figure 5.3 Components of Data Analysis : Flow Model	130
Figure 6.1 Excerpt from Axial Coding: Mini-Framework of Emerging Themes	153
Figure 6.2 Meeting Profile for 1991-1992	159
Figure 6.3 Meeting Profile for 1992-1993	160
Figure 6.4 Meeting Profile for 1993-1994	162
Figure 6.5 Meeting Profile for Three Years	163
Figure 6.6 Client Attendance 1991-1992	164
Figure 6.7 Client Attendance 1992-1993	164
Figure 6.8 Client Attendance 1993-1994	165
Figure 6.9 Client Attendance For All Years	165

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	ii
LIST OF TABLES	iv
LIST OF FIGURES	v
TABLE OF CONTENTS	vi
CHAPTER 1 INTRODUCTION	1
1.1 The Meaning of Educational Change	1
1.2 Motivation of the Study	6
1.3 Aims of the Study	9
1.4 Research Questions	9
1.5 Research Design	10
1.6 Contribution of the Study	11
1.7 Organization of the Study	12
CHAPTER 2 EDUCATIONAL CHANGE IN THE TURKISH CONTEXT	13
2.1 Introduction	13
2.2 An Historical Overview of Turkish Higher Education	13
2.2.1 Pre-Republican Period	14
2.2.2 Republican Period	17
2.2.3 The Period Between 1933-1981	25
2.3 Higher Education since 1981	27
2.3.1 Higher Education Law	28
2.3.2 Higher Education Today	33
2.4 Summary and Conclusions	42
CHAPTER 3 AN INTEGRATIVE STEP TOWARDS THE MEANING OF EDUCATIONAL CHANGE: EXPLORING WESTERN THOUGHT AND ACTION	44
3.1 Introduction	44
3.2 Analysis of Received Wisdom: Lessons from the Past	45
3.3 Investigating theWhat of Change	50
3.3.1 The What of Educational Change : Current Trends	50
3.4 The Need for Systemic Change	57
3.5 Managing School-Based Reform: The Problem of Meaning	59
3.6 Educational Change and Teacher Development	66
3.7 Teacher Empowerment: A Close Inspection for Meaning	70

3.8 Summary and Conclusions 78

CHAPTER 4 MOVING BEYOND RECEIVED WISDOM 81
4.1 Introduction 81
4.2 Theory of Planned Change 82
4.2.1 Valid Knowledge: Educating Strategies 83
4.2.1.1 Language Teacher Education Programs 84
4.2.2 Deliberate and Collaborative Relationship 90
4.2.2.1 The Emergence of Action Research 91
4.2.2.2 Definition and Characteristics of Action Research 93
4.2.2.3 Action Research as a Normative-Re-educative Strategy of Change 97
4.2.3 Role of the Change Agent 101
4.3 Studies of Collaborative Action Research 104
4.4 A Collaborative Research Based Approach to Teacher Empowerment (CORBATE) 108
4.5 Summary 111

CHAPTER 5 RESEARCH METHODOLOGY 112
5.1 Introduction 112
5.2 Context of the Study 111
5.3 Approach of the Study 115
5.4 Ethographic Research 118
5.4.1 Stages of Ethnographic Research 119
5.4.1.1 Foreshadowed Problems 120
5.4.1.2 Development of Research Problems 121
5.4.1.3 Selecting Settings and Cases 122
5.4.1.4 Sampling within the Case 122
5.5 Tehniques in Ethnographic Research 123
5.5.1 Listening and Asking Questions 123
5.5.2 Observing 123
5.5.3 Field Notes 123
5.5.4 Documentary Materials 123
5.5.5 Interviewing 125
5.6 Procedure of Study 125
5.7 Data Analysis 127
5.7.1 Processing of Raw Data: Textual Construction of Reality 128
5.7.2 An Interactive Model of Analysis 129
5.7.2.1 Data Reduction 132

5.7.2.2 Data Display 137
5.7.2.3 Conclusion Drawing and Verifying 138
5.7.3 Phenomenological Interview Analysis Approach 138
5.7.4 Reliability and Validity 139
5.8 Summary 141

CHAPTER 6 ANALYSIS OF DATA 143
6.1 Introduction 143
6.2 Processing of Raw Data 145
6.2.1 Processing of Field Notes 145
6.2.2 Processing of Interview Data and Documentary Materials 146
6. 3 Data Reduction 147
6.3.1 Observational Data 147
6.3.1.1 Open Coding: Conceptualizing and Categorizing Data 147
6.3.1.2 Axial Coding: Identifying Properties of Categories 151
6.3.2 Interview and Documentary Data 154
6.4 Reliability and Validity 155
6.4.1 Intercoder Reliability 149
6.4.2 Triangulation 156
6.4.3 Validity 156
6.5 Data Display and Conclusion Drawing/Verification 157
6.5.1 Number and Location of Meetings 158
6.5.1.1 Client Attendance in Meetings 161
6.5.2 Plot and Characters 166
6.5.2.1 Characters 166
6.5.2.2 Plot 168
6.5.3 Natural History 182
6.5.3.1 Activities in First Year of Action Research Project 183
6.5.3.2 Activities in Second Year of Action Research Project 187
6.5.3.3 Activities in Third Year of Research Project 196
6.5.4 Thematic Organization 197
6.5.4.1 Action Research 200
6.5.4.2 (Client)Attendance 208
6.5.4.3 (Client) Motivation 210
6.5.4.4 Decision Making 210
6.5.4.5 Relations with the Administration 214
6.5.4.6 Transcription of Meetings 214

6.5.4.7 Workshops 215
6.6 Personal Reflections 221
6.6.1 Agent's Motivation 221
6.6.1.1 CORBATE: Reflections of First Year 222
6.6.1.2 CORBATE: Reflections of Second Year 223
6.6.1.3 CORBATE: Reflections of Third Year 225
6.6.2 Agent's Conversations with Self and Settings 226
6.7 Summary and Conclusions 227

CHAPTER 7 SUMMARY AND CONCLUSIONS 228
7.1 Introduction 228
7.2 Summary of findings 230
7.3 Assessing Conversations with Self 233
7.3.1 Conversations with Self: Assessing Knowledge and Values 234
7.4 Conversations with Settings 240
7.4.1 Conversations with Settings: Understanding and Interpreting Teaching Situation 240
7.4.2 Conversations with Settings: Taking Action in Teaching Situation 242
7.4.3 Conversations with Settings: Resources and Support in Terms of Power Relationships To be Able to To Change Teaching Situation 244
7.5 Role of Change Agent 246
7.6 Assessing the Feasibility of CORBATE as a Model for Educational Change 250
7.6.1 Assessing CORBATE: Review of Findings of Study 250
7.6.2 Assessing CORBATE: Review of Agent's Self-Empowerment 253
7.6.3 Assessing CORBATE: Empowerment on Reflection 254
7.7 Educational Implications 255
7.8 Limitations of the Study and Recommendations for Future Research 256
7.9 Conclusions 257
REFERENCES 260

APPENDICES 278
Appendix A Field Notes 1991-92 278
Appendix B Field Notes 1992-93 281
Appendix C Field Notes 1993-94 284
Appendix D Interview Transcripts 91-92 287
Interview Transcripts 92-93 290
Interview Transcripts 93-94 294
Appendix E Sample Documents 91-92 297
Appendix F Sample Documents 92-93 299

Appendix G Sample Documents 93-94 301
Appendix H Additional Document Samples for All Years 303
Memo Sent To Colleagues 303
Opinions on Transcribing and Diary Keeping 304
Questionnaire Given To Clients (Part V-Questions 1, 2, and 3) 305
Appendix I Handouts of Activities and Action Research Documents for 91-92 306
Activity Instruction Sheet-1 306
Activity Instruction Sheet-2 307
Activity Instruction Sheet-3 308
Questionnaire on Reading Comprehension (Teacher Copy, Page 1) 309
Questionnaire on Reading Comprehension (Student Copy, Page 1) 310
Reading Passage Used In Activity 311
Comprehension Questions Asked on Reading Passage 312
Role Play Activity 313
Student Paragraph on Perceived Problem In Reading 314
Class Profile 315
Appendix J Handouts of Activities and Action Research Documents for 92-93 316
Handout of Article 316
Reading Passage Used In Activity 318
Lesson Plan for Activity 320
Presentation Notes for Meeting-1 with Administration 321
Appendix K Handouts of Activities and Action Research Documents for 93-94 322
Handout of Review of Action Research 322
Handout of Article 323
Coding of Questionnaire Results 325
Appendix L Alphabetical List of Codes 327
Appendix M Axial Coding of Themes 1991-92 329
Axial Coding of Themes 1992-93 334
Axial Coding of Themes 1993-94 343
Appendix N Axial Coding: Categorization of Themes for Change Agent 1991-92 347
Axial Coding:Categorization of Themes for Clients 1991-92 354
Axial Coding:Categorization of Themes for Change Agent 1992-93 368
Axial Coding:Categorization of Themes for Clients 1992-93 371
Appendix O Sample Analysis: Analysis of Interviews 1991-92 379
Appendix P Coding Done By Second Coder: Sample 1: Step 1 390
Sample 2: Step 2 392
Sample 3: Step 2

Appendix Q Peer Debriefing 395
Appendix R Referential Adequacy Materials 396
Appendix S Sample Memos 397
Appendix T The Higher Education Law

CHAPTER 1

INTRODUCTION

1.1 The Meaning Of Educational Change

> *One of the most fundamental problems in education today is that people do not have a clear, coherent sense of meaning about what educational change is for, what it is and how it proceeds.*
>
> Fullan (1991, p. 4)

Despite the multitude of attempts at planned educational change across the Western world in the last three decades, it is argued that nothing has changed in practice . In other words, despite the constructive value of attempts at "conscious, deliberate, and collaborative effort to improve the operations of a human system.. through the utilization of valid knowledge" (Bennis et al, 1976, p.4) , there is still significant misunderstanding about achieving desired changes . One possible source of this misunderstanding could be the inability to arrive at a shared understanding of the *what,* the *why* and the *how* of change by all those actors involved in change at all levels, that is to say at classroom, school, local and national levels (Fullan, 1991; White et al., 1991).

This issue has not received enough attention in educational literature. However, there is increasing evidence that there are "limitations that mediate the translation of planned changes at the system level into new practices at the level of the classroom" (Lewin and Stuart, 1991, p.22). We are informed that educational change rarely gets implemented in the way it was intended (Clough et al, 1989; Everard and Morris, 1990; Fullan, 1991; Rudduck, 1991; White, 1991). Thus, it can be argued that it is difficult to achieve a shared understanding in the planning and implementation of planned educational change.

Achieving a shared understanding of educational change is closely related to the ways in which the actors in any change enterprise view events . Actors within an organization are involved in a constant process of interpreting the world around them as social life is "produced by its component actors precisely in terms of their active constitution and reconstitution of frames of meaning whereby they organize their experience" (Giddens (1993, p. 86). If this is true, then the meanings social actors ascribe to intended actions may not be the same. In other words, the actors involved in any effort at educational change in formal organizations, whether they be managers, teacher educators, teachers or students, may have different interpretations of change. Thus, there can emerge a problem of finding a shared meaning of educational change. In fact, the difficulty of achieving a shared meaning is becoming more and more apparent with the increasing evidence on lack of success in the implementation of change.

The problem of achieving a shared meaning of educational change in implementation is exacerbated depending on the change strategies used. In fact, we have historical evidence of the difficulty of creating a shared understanding when change is coerced or mandated

from above (See Chapter 3 for a discussion of the history of educational change), whether this change is a new policy or curriculum change. Teachers are said to resist change, thus making the issue of implementation problematic. It is not so much that teachers resist change but that they do not understand as they will have different interpretations.

Is it not possible then to bring about a shared meaning in educational change? In other words, is it possible to have such a means of educational change that will make sense to all those involved in any change enterprise? Is there such a way that can bring about a shared understanding of what is to change, for what purpose and how that change is to be implemented? This thesis argues that a possible means of creating a shared meaning is bringing teachers to the center of educational change. If teachers are "the front line people who will eventually make it work" (Wideen, 1992, p.124), then should we not invest in a different role acknowledging the key role that teachers play in the implementation of educational change? Could we not invest in teacher empowerment, a concept that is readily saluted in some educational and business contexts? Could we not encourage teachers to create their own agenda of change and work towards their own empowerment?

The term empowerment can be considered as one of the most popular in educational literature. It can be located in most professional educational journals or conferences during the past five years (Smith and Lotven, 1993). Educationalists and theorists seem to agree on the inevitability and necessity of teacher empowerment (Hargreaves and Hopkins, 1991; Romanish, 1991). Yet, there seems to be less agreement on what the key dimensions of empowerment are, hence a comprehensive definition of empowerment.

Some theorists for example, stress the decision-making aspect, while others argue for the power or freedom aspect (See Chapter 4 for a discussion of empowerment).

There is also disagreement concerning the process of empowerment. How does this process take place? Is it the individual that needs to initiate his or her own empowerment? Yet again, will that be possible without the larger social and political forces at work? Putting it differently, there seems to be less agreement on the "context" and the "agenda' of the process of empowerment both of which have personal and social and political implications or dimensions (Prawat, 1991, p.738). Recalling the essence of planned change as collaborative and deliberate effort through valid knowledge, how is the individual expected to develop his knowledge? Can this development take place on a personal level or through negotiation with the other actors within the larger social and political context, in other words the working environment? How is collaboration to happen? To sum up, there is considerable disagreement on the nature of the context and agenda of empowerment which, in turn, casts doubt over the suggested implementational procedures.

This thesis puts forth the argument that teacher empowerment can be brought about or initiated by a research-based approach to be conducted in collaboration with teacher educators. A collaborative research-based approach (CORBATE) can enable teachers and teacher educators to work out their own agenda of change (See Chapter 4 for a discussion of CORBATE). Teachers by doing action research on the issues that are of particular concern to them can decide on what is to change . In brief, CORBATE can be used as a model to bring about empowerment and thus achieve a shared meaning.

Such an approach has particular relevance to the field of English Language Teaching (ELT) which is said to have "undergone many fluctuations and dramatic shifts over the years" in terms of methodology and "is currently in a state of flux" (Celce- Murcia,1991, p. 3). Of the two educating strategies for teachers (Freeman, 1989), the more traditional educating strategy is training, with development as the more recent strategy (See Chapter for a discussion of educating strategies in ELT). Current ELT literature puts forth the argument that teachers cannot be educated solely through training for mastery of skills and that development is essential. The training paradigm has had time to refine its techniques whereas development has yet to design its models. If this is true, than the current educational initiatives aimed at training or developing teachers and hence facilitating the professionalization of teaching do not seem likely to achieve a shared understanding of change, notwithstanding the pressing need or apparent usefulness of such initiatives.

What CORBATE proposes is moving beyond the current educating strategies in foreign language teaching (See Chapter 4 moving beyond received wisdom). Although the integration of training to a certain extent is inevitable, the core of the idea is that teachers can be encouraged to initiate their own re-education. This should on no account be considered as the wish to give power to the teachers but should be viewed as enabling teachers to create their own agenda of change through their own re-education,hence the use of the normative-re-educative strategy of change. In this way, it may be possible to

ensure the implementation of planned change with a meaning that will be clear to all the actors involved in change.

This does not certainly mean the exclusion of the other strategies to change, the power-coercive and the empirical-rational. Each strategy has its own potential use. In fact, as Fullan (1991) notes, "planned change has become a matter of both motivating from without and orchestrating from within" (p.73). This thesis takes up the challenge of investigating the possibility of an integrative approach to change whereby teachers are empowered to "achieve their own goals best by directing their own efforts toward organizational objectives" (Bennis, 1969, p.42). This thesis further argues that such an approach can provide a modus vivendi between the adopters and the implementers of change and brings forth the faith and hope that such a modus vivendi can bring about a shared meaning of educational change.

1.2 Motivation of the Study

> *This [Turkish] education aims at developing in individuals the ability of free thought, competence for action, a sense of national identity and love of humanity.*
>
> Ataturk (in Alkan, 1981, p.138)

This is the main aim of Turkish higher education as stated in the current Higher Education Law (Article 4, p.3) enacted in 1981 to remedy the educational problems facing Turkish higher education in the 1960s and 70s (See Chapter 2 for a discussion of educational change in the context of Turkish education). The ultimate aim is to create free-thinking individuals loyal to their country and humanity, an educational philosophy instituted by Kemal Ataturk, the founder and first president of the Turkish Republic following the establishment of the Republic in 1923. Such an aim may be perceived as no different than the aims of most educational systems around the globe; yet it is a phenomenal achievement--a scheme so ambitious and unprecedented in Turkish history (Karal, 1967) (See Chapter 2 for an historical overview of Turkish higher education).

Today, the problems facing Turkish higher education seem to be more or less similar to those experienced in most educational systems in the world (See Chapter 2 for an historical overview of Turkish higher education and discussion of current problems). On the one hand, we witness attempts at planned educational change to remedy educational problems; on the other we have evidence of dissatisfaction with educational outcomes. Is this not proof of the misunderstanding between those involved in educational change? Is the pursuit of a shared understanding not valid for the context of Turkish higher education? Could we not find a modus vivendi between adopters and implementers of change in the context of Turkish higher education?

The main research interest in teacher empowerment is rooted in the Kemalist philosophy of educational change, the essence of which is the development of free thought and competence for action. The major motivation for this study is the wish to see Ataturk's

philosophy and principles grow in the context of the formal organization which gives a certain sense of security and stability. A second source of motivation for this study is the position and experience of the researcher whose experience and faith in working with and training teachers has in effect led to the investigation of the topic of teacher empowerment.

To sum up, this thesis takes up the challenge of investigating teacher empowerment as one means of educational change that may provide meaning to change. For such an investigation, it seems appropriate to look for evidence of similar cases both in the Turkish context and the Western world in general to understand the working of similar systems, what problems have to be overcome and explore what modes of action have been used and are being used so as to be able to adapt them to our purposes and in our own context. This is what Kanter (1992) calls integrative thinking in dealing with change the essence of which is "the willingness to move beyond received wisdom, to combine ideas from unconnected sources , to embrace change as an opportunity to test limits" (p.270). This is not a perspective that is culturally alien to our way of thinking. Recalling the philosophy of Turkish higher education, the essence of which is free thought and competence for action, this is in fact a sine qua non for Turkish higher education.

1.3 Aims of the Study

The following were the aims of this study:

1. To initiate a collaborative research based approach to teacher empowerment (CORBATE)

    1.1 To encourage teachers to engage in reflective thinking, i.e.,Conversations with Self so that they can decide on what knowledge and values are beneficial for them and be able to voice their opinions in dealing with unequal power relationships

    1.2 To encourage teachers to engage in reflective transactions with the environment , i.e.,Conversations with Settings so that they can take action and help in providing the resources and support needed for action

2. To trace and describe this process of teacher empowerment in terms of domains of activity

3. As a result of the above, to determine the feasibility of such an approach as a model for educational change

1.4 Research Questions

This study aimed to answer the following research questions :

1. What competencies do teachers need in Conversations with Self in order to be able to decide on what knowledge and values are beneficial for them?

2.What competencies do teachers need in Conversations with Self in order to be able to voice their own opinions in dealing with unequal power relationships?

3. What competencies do teachers need in Conversations with Settings in order to understand and interpret their teaching situation?

4. What competencies do teachers need in Conversations with Settings in order to take action to change their teaching situation?

5. What resources and support do teachers need in Conversations with Settings in terms of the power relationships within the organization in order be able to to change their teaching situation?

6. What is the role of the change agent in facilitating the competencies required in Conversations with Self and Settings?

1.5 Research Design

If our purposes are to uncover reality by trying "to understand people from their own frame of reference" (Taylor and Bogdan, 1984, p.13), and to understand events--*Verstehen*, then the choice of a method which emphasizes "holistic and qualitative information" is suitable for our purposes (Husen, 1988, p.17).

This study adopts ethnography, one form of qualitative approach, for three reasons. Firstly, as it is a humanistic method, it can enable us to understand people from their own perspectives of reality and in their natural contexts. As Taylor and Bogdan (1984) note "When studying people qualitatively, we get to know them personally and experience what they experience in their daily struggles in society" (p.77). Secondly, because qualitative research is inductive it means that the patterns in data can enable researchers to develop concepts, insights, and understanding which can help to shed light on the process of teacher empowerment. Finally, as qualitative research is naturalistic, it can enable the researcher to interact "with informants in a natural and unobtrusive manner " (Taylor and Bogdan, 1984, p.5), as result of which important insights may be revealed about a natural context for teacher empowerment.

1.6 Contribution Of The Study

This study aims to contribute to the literature on educational change in the world and in particular in developing countries. It is difficult to trace the history of educational change in developing countries. Despite the fact that there are "documented examples of studies of educational change" (Lewin and Stuart , 1991, p.9), there seems to be a false impression that educational change does not exist.

There are four major reasons behind this false impression. First of all, studies on educational change are not easy to access. Secondly, they are spread out in various parts of the world. Thirdly, the documents of studies may not be catalogued properly. Another reason is that not a considerable amount of studies on educational change may get published internationally.

One documented and published source is that of Lewin and Stuart (1991) which presents eight case studies done in China, Malaysia, the Sudan, the Gambia and Nigeria. They comprise efforts at curriculum reform in a subject area, innovations to support change amongst teachers, the institutional contexts of change and innovation at the whole system level. We can infer that educational change could be in any of these areas.

A second contribution of the study can be considered in terms of the approach. As Adler and Adler (1987) assert, ".. ethnography has neither solved society's social problems nor offered us a comprehensive theoretical and empirical model of society" (p.16). Yet, ethnography can make valuable recent contributions, offering "thick description" of various social arenas, and "of the processual unfolding of events over time" (Geertz,

1993, p.6) . The power of ethnography lies within the depth of analysis of penetration of a topic or area: it can yield "explanatory insights into the reasons why people, groups, and organizations act as they do, and how conflicting social forces are resolved" (Adler and Adler, 1987, p.17).

1.7 Organization Of The Study

This chapter is an introduction to the study and presents the argument of this thesis: teacher empowerment as one means of educational change . It then presents the motivation for the study, aims of the study, research questions, research design, contribution of the study and organization of the study.

The second chapter discusses the history of Turkish higher education to find evidence for a shared understanding of educational change. Chapter 3 continues the search for evidence in order to synthesize and model response teacher empowerment. Chapter 4 culminates the argument by introducing a model for teacher empowerment . Chapter 5 discusses the research methodology and the rationale for the research design and the research techniques, clarifying the research- implementation relationship. Chapter 6 presents the analysis of data collected by means of observational, interview and documentary data. Chapter 7 ends the thesis with summary and conclusions, discussing the findings of the study in the light of the research questions and assessing the feasibility of CORBATE as a model for educational change.

CHAPTER 2

EDUCATIONAL CHANGE in THE TURKISH CONTEXT

2.1 Introduction

As mentioned in the first chapter, this thesis argues for teacher empowerment as one possible means of arriving at a shared meaning of educational change thereby enabling successful implementation of change. In order to develop an understanding of what *educational change* means in Turkey, this chapter investigates educational change within the political, social and historical context in which that change is embedded.

The first part of this chapter presents an historical overview of higher education in Turkey, briefly mentioned in the first chapter. The second part of this chapter investigates higher education since 1981, the enactment of the Higher Education Law which is the educational instrument shaping Turkish higher education today. The Higher Education Law is analyzed and its implications for higher education discussed followed by a discussion of the problems facing Turkish higher education today. The final part is for summary and conclusions discussing the possibility of achieving a shared meaning of educational change given the present context and its concerns.

2.2 An Historical Overview of Turkish Higher Education

It is not within the scope of this study to provide an in-depth investigation of the historical background of the country; nor is it the aim. It is rather a concern for analyzing the

phenomenon of educational change within the rich historical context out of which the present system of higher education evolved, together with the implications that this may have for the present. In other words, educational change is analyzed within its wider historical, political and social context so that one can draw conclusions about the political and social climate pervading higher education and attempt to make the meaning of educational change clear in the context of Turkish higher education today. Let us now turn to a preliminary observation of educational change in the Turkish context. Although it runs the risk of over-simplification, for purposes of practicality, the analysis will be pursued under three headings: the Pre-Republican Period, the Republican Period, and the period between 1933-1981. Each section integrates summarizing comments that will help to build the argument on the shared meaning of educational change.

2.2.1 Pre-Republican Period

What can be considered as the first example of higher education institutions is the *Medrese* of the Turkish-Islam world, established during the time when the Turks living in Anatolia converted to Islam in the eleventh century under the reign of the Seljuks (1071-1299). Although the *Medrese* was an Islamic institution, in the hands of the Seljuks who valued education highly, the education of the time was not based on religion only but scientific investigation and experimentation were also encouraged (Kocer, 1981; T.C. Yuksekogretim Kurulu Baskanligi, 1993).

The *Medrese* continued to be the primary higher education institution during the period of the Ottoman Empire (1299-1918) until the end of the sixteenth century. The Medreses, built within close proximity of mosques by the Sultans (the rulers of the Empire), their

ministers and wealthy people, were bureaucratic organizations, controlled and supervised by the Ottoman State. Similar to the time of the Seljuks, the curriculum of the Medreses comprised both science and religion with the addition of specialized *Medreses* giving courses in special knowledge and skills, for instance medicine. Until the sixteenth century, many scientists were educated and published widely (Akgunduz, 1989; Uzuncarsili, 1975).

Although the Medrese had been a prestigious and efficient institution in the fourteenth and fifteenth centuries in the heyday of the Ottoman Empire and had educated many scientists and scholars, because of political reasons, in the seventeenth century, it fell into the hands of the clergymen who tried to exert political power to influence the Sultans and the public with a view to bringing the country under the rule of Shariah--the Religious Law. The education now provided in the medreses seemed to be based solely on the teaching of the myths of an unknown mystical world--the teaching of the Koran-- based mostly on memorization and rejected any other kinds of teaching. The clergymen with their dogmatic and hostile attitude to science and progress, continued to systematically oppose any change (Oktay, 1970).

The need for reform in the 17th century was entirely political. In the 1600s, while Europe was going through the Renaissance, the Ottoman Empire was declining. As the Empire was experiencing a series of major military defeats, the Sultans felt the necessity to initiate innovations in the military arena, hence the attempts to train the once highly esteemed and highly professional army of the Ottoman Empire. The reform attempts in the seventeenth century thus culminated in the establishment of military schools like

Hendesehane (Akgun, 1986; OSYM, 1990; Villalta, 1979).We thus see no particular concern for educational reform but reform attempts by the rulers of the country in the military arena. The educational profile of the time was such that the Medreses continued to educate students along with the newly established military schools.

Thus, in the Pre-Republican Period, that is to say in the period before the nineteenth century, despite the well-established institution of Medrese, it is difficult to talk about any general educational policy of the Ottoman State, which strongly believed that religious instruction "met the needs of the Moslem people" (Turkish Ministry of Press Broadcasting and Tourism, 1961, p.202). In the nineteenth century, however, reforms in higher education came about. One such reform was in 1846, the opening of the *Darulfunun* which can be considered as the first contemporary and secular university of the Ottoman Empire as it functioned separately from the Ministry of Religion and offered courses in sciences, letters, law and medicine with the later addition of theological sciences . The second innovation was the founding of *vocational and technical schools* albeit the fact that these schools did not admit female students who were in fact not encouraged to take on professional roles . A third innovation was the opening of minority or *foreign schools* that were run by various European nations according to their own curricula and all different in their focus of instruction (Akgun, 1986; Oktay, 1970; Tan, 1981).

From this overview of the Pre-Republican period , we first see the prosperity then the decadence of the Medrese and the establishment of military schools, a university, new state and foreign schools. Despite the attempts at reform, due to a lack of an educational policy and standards, and the dominance of religion, the various educational institutions

of the time only served to educate students in religious, parochial, or separatist values. This was the educational profile at the beginning of the 1920s (Oktay, 1970; Tasdurmaz, 1982; Turkish Ministry of Press Broadcasting and Tourism, 1961; Villalta, 1979). Concerns about educational change, if any at all, seem to be political in nature, with the impetus for change coming from the rulers of the country, hence a power-coercive approach to change.

2.2.2 Republican Period

In the transition period from the Ottoman Empire to the establishment of the Republic (1918-1923), educational change has a radically different meaning than in the previous periods. It is radical when considered from two perspectives: firstly, educational reform is used as the driving force for national development. Secondly, for the first time in Turkish history we see attempts at planned educational change. Let us now turn to an investigation of how this attitude to planned change came about.

A concern for national development can be justified given the political profile of the time. Following the collapse of the Ottoman Empire in 1918, and the occupation of Istanbul during World War I, Kemal Ataturk started the National War of Independence. With the Turkish territory secured, he announced the abolition of the monarchy in 1922 and started the Turkish revolution stipulating his aim as reaching "..a contemporary civilization through revolution", to create "a balanced and civilized society" in other words, to bring about national development (Alkan, 1981, p.137). Ataturk's statement of the ultimate goal of Turkish society was to be expressed in the 1982 Constitution of the Republic as "....the determination to safeguard the everlasting experience, prosperity, and material and

end, the administration of Istanbul University was given to a "rector" to be appointed by the Ministry of Education and approved by the president of the Republic. It then became the responsibility of the rector to coordinate the educational, financial, and administrative issues of the university in cooperation with the "dean", and the "university senate" (OSYM, 1990, p.15). In sum, as a result of Ataturk's initiatives, the existing traditional schooling system evolved into a philosophy of education with secularism, equality and democracy as the three main characteristics.

When we view the Republican Period, we notice that the aim of educational change was to bring about social change. Education was reconstituted to support nationalism and national development. Educational change for this period meant transition from a religious to a secular and modern society. Secularism saw schooling as an organization that would function on scientific and technological principles. Modern in this context is used to indicate the kind of society that is of Western therefore, contemporary character, hence a positive connotation in the Turkish Language. Thus, Turkish education was transformed from an Islamic character to a more modern system and from an elitist to a democratic character with the aim of educating students that would be loyal to their country and to humanity. This is indeed a major transformation considering how multi-dimensional and radical the change effort has been.

Turning to a discussion of the meaning of the Kemalist view of educational change and focusing on the what of change, we can define it as a social reformation process with scientific and rationalist thinking as its primum mobile aiming to educate free thinking individuals, with competence for action and loyalty to their country and humanity

(Alkan, 1981; Baydar, 1973; Lewis, 1993). Changing was planned through deliberate and conscious modes of action with the promotion of the conscious use of scientific knowledge "as an instrument or tool for modifying patterns of established practice" (Chin and Benne, 1976, p. 22). We can thus argue that it was planned change.

As for the how of educational change, the change strategies used, we can observe the use of all the strategies of change, namely the power coercive, the empirical rational and the normative-re-educative. Judging by the way Ataturk set about improving established practice in education--"the reforms-by-diktat" (Goltz and Gillotte, 1988, p.58), we may conclude that a "power-coercive strategy" to change was used (Chin and Benne, 1967, p.200) as such strategies imply the use of political power or coercion to get changes implemented (Chin and Benne, 1976; Everard and Morris 1990; Horvath, 1990; Kennedy, 1987). An example would be the issuing of the National Education Act (Egitim Birligi Kanunu) in 1924 "in order to effect the social change necessary to become a creative power within the modern world" (Kocer, 1981, p.66).

At the same time however, Ataturk made use of the rational-empirical strategy of change knowing that the use of the power-coercive strategy of change would not be sufficient in effecting educational change and that it was "a decreasingly effective strategy for gaining real commitment" (Everard and Morris 1990, p. 274). Hence, in order to gain real commitment to educational change, Ataturk focused his attention and efforts on the training of the people (Yavuz, 1995); thereby employing the empirical-rational strategy of change which presupposes that scientific investigation and research are seen as the key to change (Chin and Benne, 1976).

Evidence of Atatürk's use of the empirical-rational strategy of change can be found in the investigations done before embarking on the restructuring of the existing education system. The innovative models of school systems, curriculum, teacher education, and personnel policies in the Western world were examined and researched by Turkish and foreign scientists and researchers before the education reforms could be instituted in the Turkish context (Bursalioglu, 1990; Lewis, 1993). It was these investigations that led to the establishment of national schools and teacher training colleges.

Further examples of the Kemalist normative-re-educative approach to change can be found in the establishment of the *Regional Educational Offices* and *Village Institutes* . The former had the responsibility of assessing the local needs of schools and the latter provided vocational education for the young people living in the villages, female well as male . Hence, change was made possible through research and education seen as the "agencies of human progress" (Chin and Benne, 1976, p.24) .

What is perhaps the most striking in all the Kemalist reforms is the use of the normative-re-educative strategy of change in combination with the power-coercive and the empirical-rational strategies of change (Yavuz, 1995). In a normative-re-educative approach to change, a change agent intervenes in "the life of a client system be that system a person, a small group, an organization, or a community" within a " consciously worked out theory of change and of changing" (Chin and Benne, 1976, p.32). This conscious program of change is not assumed to be one that "can be met by more technical information, though that possibility is not ruled out" (Chin and Benne, 1976, p.32). It is a program in which both the change agent and the client system seek solutions to problems

and achieve "collaboratively determined solutions " (Chin and Benne, 1976, p.32). It is this collaborative relationship that enables the client system to participate in his own development, hence his own re-education. Ataturk's attitude towards collaborative solutions, then, can be taken as an attempt towards the re-education of the Turkish people.

Paradoxical as it may seem, Ataturk, despite the claim for his so-called reforms by diktat, sought collaborative solutions to shape the new educational policy of the new Turkish Republic (Dogan, 1981). What Ataturk attempted was not an indoctrination of his values but rather a clarification and reconstruction of the values of the Turkish people in order to secure the functioning and operation of a new democratic and secular educational system which in turn would contribute to national development. Admittedly, such reconstruction of the values of the people was an ambitious scheme given the newly established republic. The Turkish people, for centuries, had lived in a country whose institutions of law, justice, education and the government had been under the dictate of religion (Villalta, 1979) and hence did not have the experience of living in a democratic society with democratic values. This is why Ataturk's transactional and collaborative approach towards the re-education of the people is phenomenal (Yavuz, 1995).

How did Ataturk establish the re-education process of the people? In other words, how did he achieve the changing of old commitments and help to develop new ones? Firstly,his attitude should be mentioned. He was a true believer of "humanitarian and popular principles" drawing his strength and inspiration from his own people (Villalta, 1979, p.335). His faith in the people materialized in the Constitutional Law of 1921,which

stated that "The system of administration rests on the principle that the people personally and effectively control their destiny" (Villalta, 1979, p.335).

A second major principle of the re-education process of the people, was to provide role models for the people. The intellectuals and teachers of the country were encouraged to act as role models for the public, that is to say they were encouraged to motivate the public by acting according to the new principles of the Republic. Added to these attempts to institute educational reform through the normative-re-educative strategy to change, Ataturk himself encouraged the public by touring the country on a systematic basis and talking to the people on the principles of educational reforms. The public had a chance to discuss the various ramifications of the reforms directly with the leader who had in fact planned and decided on them. It should be noted that such an approach is not easily found in the literature of statesmanship or leadership (Baydar, 1973; Bursalioglu, 1981; Dogan, 1981; Villalta, 1979; Lewis, 1993).

A final means for bringing about change through the normative-re-educative strategy used by Ataturk was assessing and meeting the local needs before making decisions. The three groups he consulted prior to taking educational decisions were teachers, intellectuals and the press both in formal and informal contexts (Yavuz, 1995, Akgun, 1986). An example would be the meeting of the Educational Council in 1921 with the participation of two hundred and fifty teachers which was a milestone in outlining the educational policy of the country as it prepared the grounds for the issuing of the National Act of 1924.

To sum up, we can say that the Kemalist approach to educational change was a combination of the power-coercive, the rational-empirical and the normative-re-educative. Because of this combination, it can be called a "functional approach" (Alkan, 1981). It can be argued that this functional approach enabled a shared meaning of educational change as it enabled collaborative relationships between adopters and implementers "in the identification of needs of change" and "in the working out of improved knowledge and patterns of action in meeting those needs" (Chin and Benne, 1976, p. 31).

2.2.3 The Period between 1933-1981

The period following the death of Ataturk enjoyed a mixed fate. There were further reforms in higher education until the 1960s, when problems of various dimensions arose and continued until 1981 when a new law the Higher Education Law of 2547 was enacted to remedy these problems .

The 1940s saw the establishment of new higher education institutions in various cities of Turkey. In 1946, for example, the Academy of Engineering was reformed into Istanbul Technical University. Some of the higher education institutions that were established between 1955-1967 are as follows: Karadeniz Technical University in Trabzon, Ege University in Izmir, Ataturk University in Erzurum, and the Middle East Technical University in Ankara (Tasdurmaz, 1982).

Meanwhile, the unification process of higher education initiated by Ataturk continued. In the 1940s, higher education institutions previously affiliated to ministries were united under one authority--the Ministry of Education. In addition, various faculties were

united under The University of Ankara. In 1946, inspired by democratic trends and demands for academic freedom and administrative authority, a new law (number 4936) was passed, thereby putting universities and faculties under rectors, deans, university senates, faculty councils to be directly elected by staff members. The selection and promotion of the academic staff was left to academic juries (OSYM, 1990).

The higher education institutions continued to operate in this atmosphere of unification and democracy until the late 1960s when higher education became the target of severe criticisms. One source of dissatisfaction was related to the use of university autonomy. It was argued that autonomy was practiced at the cost of accountability. Furthermore, university autonomy was said to have become some sort of political immunity for academics who were accused of using their power for purposes of promotion to professorial ranks, hence an upsurge of professors in the country. In fact, there were 574 professors in the three major cities in 1975 (Dogramaci, 1989). A second source of discontentment seemed to be related to the low success rate of students. We are informed that between 1946 and 1981, only 175 students per thousand were able to graduate (Higher Education Council , 1987, p.18). Yet another problem was said to be the scarcity of research publications. A fourth problem was closely linked to the political turmoil of the country manifesting itself in the educational arena as increasing student activism and eventually leading to the military coup of 1981. Finally, given the progressive numbers of newly-established universities, academies and vocational schools, it was becoming increasingly difficult to coordinate the activities and the use of scarce resources of higher education institutions each growing in their own directions. In fact, with the opening of

the State Academies of Architecture and Engineering , 44 private higher education institutions had been established by the year 1971.

To sum up, given the problems that had arisen, there seemed to be an urgent need for "an efficient and coordinated central planning for all the levels of education" (Higher Education Council, 1994, p.1) and the Higher Education Law of 1981 was put into effect (Higher Education Council, 1987; Higher Education Council, 1991; Higher Education Council, 1994).

When we view the period between 1933-1981 in terms of the what, why and how of educational change, from the 1940s to the 1960s, we see a preoccupation with mainly the unification and coordination of the higher education institutions and the enactment of the HEL to remedy educational problems . The problems experienced in this period are vastly different from the Republican period which saw major restructuring moves to change from an Islamic society to a modern country and education was used to bring about social change.

2.3 Higher Education since 1981

This section unfolds in two parts: the first part examines the Higher Education Law in some detail as it is the instrument shaping higher education today. The second part discusses the goals and approach of this law and then turns to a discussion of the current situation in Turkish Higher education.

2.3.1 Higher Education Law

A new higher education law was passed in 1981 with the aim of remedying educational problems summarized in the previous section. This section discusses the Higher Education Law of 1981 (Law number 1457; HEL hereafter) in terms of its goal and approach to change (Mastenbroek, 1987). How does HEL bring about educational change? As it is an instrument for change, it gives "..a general outline of the goals of change" and provides "an approach" to change, that is to say, it provides the "way in which changes can be achieved" (Mastenbroek, 1987, p. 28).

The HEL undertook to achieve the following aims:

a) To provide education to more young people, to increase the number of higher education institutions and to open schools throughout the country,

b) To train the teaching staff in sufficient number and quality,

c) To raise the quality of education and to see to the betterment of publications both in quality and quantity (Higher Education Council, 1991).

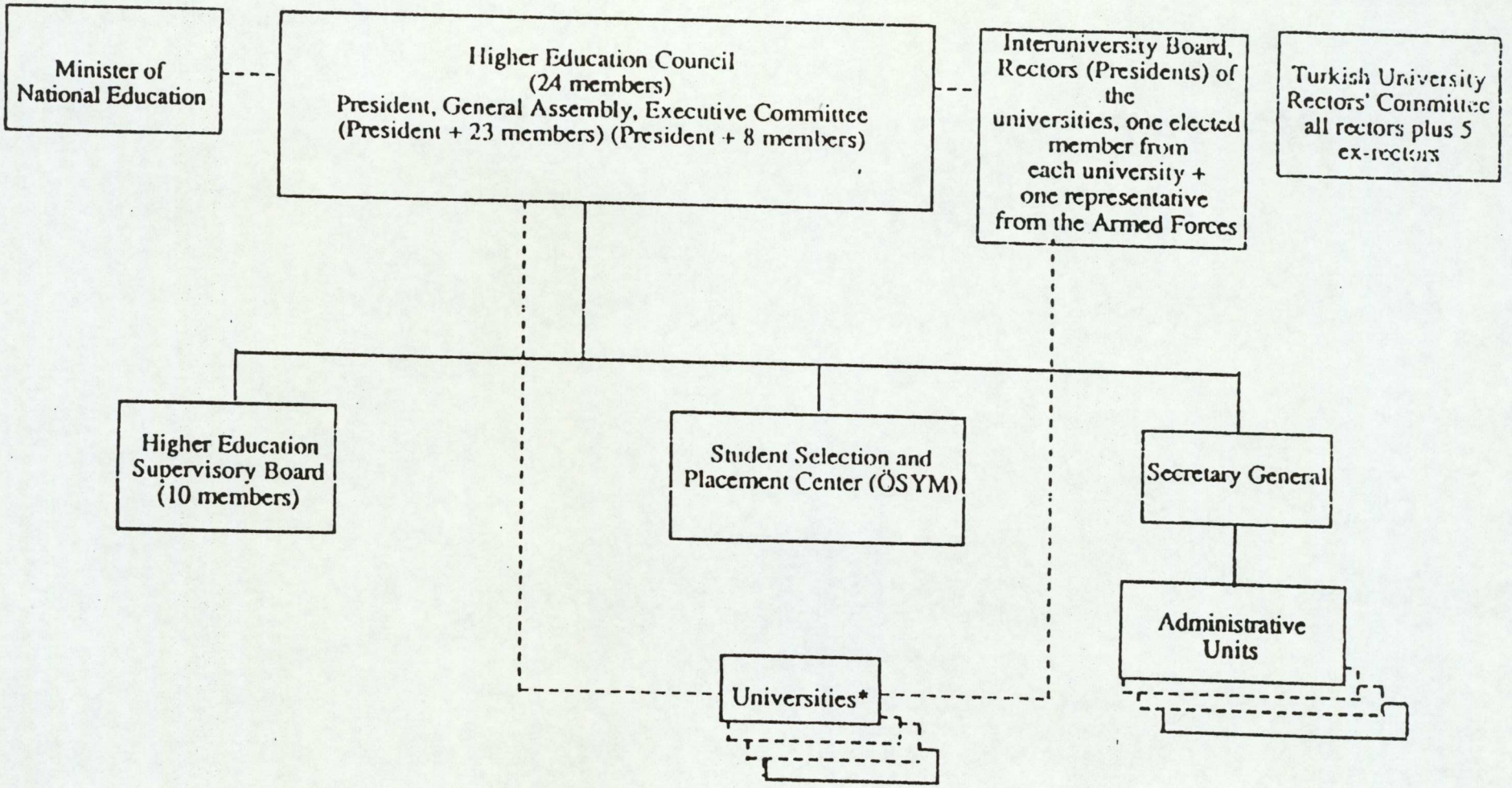
The HEL is considered as a major educational change due to several reasons. Firstly, this was a restructuring move towards the unification of higher education institutions, re-organizing academies and vocational schools into universities, and transforming three-year teacher training institutions into four-year programs. In addition, the authority for higher education became the Higher Education Council that is a "national board of trustees" (Higher Education Council, 1994, p.10). Thirdly, graduate schools were established. Finally, the concept of accountability was introduced. The HEL is a thirty-six page comprehensive document stipulating the definitions, aim and scope, and function of

the governing bodies in Turkish higher education today. Figure 2.1 lays out the Structure of the Higher Education System.

Concerning the goals of change, we see that HEL articulates the purpose of higher education as continuous improvement which entails the raising of the standards and the betterment of the quality of the academic personnel . The principles of higher education have been set (See p. 3) according to the "national, ethical, human and cultural values of the Turkish nation" (HEL, Article 4, p.3). Therefore, the aim is continuous improvement towards the fulfillment of these values. In other words, the goal for planned educational change is continuous improvement in the quality of teaching and learning which is to be implemented by the change agents trained locally and abroad.

HEL defines the components of Higher education which include Higher Education, Governing Bodies, The Institutions of Higher Education, the University, the Faculty, the Institute, the School of Higher Education, The Department, Teaching Faculty Members, Teaching Staff Members, Ancillary staff, Pre-License (pre-baccalaureate) Stage, License (Baccalaureate), and Post-Graduate Study (HEL, Part I, Article 3, pp.1-2) (See Appendix T) The University is a "....higher education institution possessing academic autonomy and legal personality, conducting high-level education scientific research and publication....." and the Department "the unit of a Faculty or of a School of Higher Education giving instruction, and carrying out research; it embraces similar or related areas of sciences or arts, forming a whole in aim, scope and character" (HEL, Part 1, art. 1, p.1).

Figure 2.1 Structure of the Higher Education System



*Currently there are 57 universities in 41 cities; 52 of them are state universities.

The aims of the HEL are stated in Part One which specifies the aim and scope of the law. Article 1, given under "Aims" is as follows:

> *The aim of this article is to define the goals pertaining to higher education and to establish principles related to functioning, duty, competence, and responsibilities in connection with education, research, publication, teaching staff, students and other personnel as well as the institutions of higher education and their governing bodies* (p.1).

Article 2 continues with "Scope" and states that HEL "....covers all institutions of higher education, basic principles related to their activities as well as their governing bodies" (p.1).

A further elaboration of the aims is in Part Two which presents the "General Provisions". The aims of Higher Education are to educate students in line with Ataturk's reforms and principles; to enhance the welfare of the country economically, socially and culturally, and to:

> *assist progress and development at the national level, and through cooperation with national and international institutions, to become a recognized member within the world of science and thus to contribute to universal and contemporary progress* (Part II, Article 4, p.3).

Who is to be responsible for this progress and development? We understand that this responsibility lies with the Higher Education Council (HEC) whose functions are articulated more explicitly as follows:

> *To prepare short and long-term plans for the establishment and development and realization of educational activities of the higher educational institutions and to see to the training of the teaching staff, locally and abroad, according to the aims, goals, and principles set down in this law, and to supervise efficiently the resources allocated to universities within the framework of these plans and programs* (Part Three , Article 7, Item a, p.6).

This article makes clear the educational activities and the training of the staff which are to be planned and organized by the HEC. Concerning the training of the academic staff , we are informed that higher education institutions themselves are responsible for their own training:

> *both at home or abroad, in order to meet their own needs and those of other higher education institutions either newly established or yet to be established...., and in accordance with the principles and objectives of the Development Plan and also in accordance with the needs and principles set down by the Higher Education Council* (Article 35, p.21).

The forms of training are seminars, meetings, workshops, conferences and congresses which are held at national and/or international level with the purpose of providing the staff with up-to-date knowledge in their respective fields. A further form of training is graduate programs reorganized to meet the need for more qualified academic staff members. In other words, teaching assistants are sent to universities abroad for their M.A. and Ph.D. studies. The expectation is that they will return to their universities as future staff members "upon completion of their education" (OSYM, 1990, p.23).

From this investigation of HEL, it becomes apparent that the higher education system has a powerful hierarchical structure intended to guide staff members towards continuous improvement in order to improve the quality of teaching and learning. It is a stable system with each academic staff member informed of where they stand, whom they are responsible to and who their subordinates are (Gedikoglu, 1995).

2.3.2 Higher Education Today

The previous sections have given an overview of the social, political and historical context of the what, why and how of educational change in the Turkish context to clarify the meaning of educational change and to provide evidence for a shared meaning established in the early years of the Republic through the Kemalist approach to change, namely the functional approach. The following sections have made explicit the need for educational change and the resulting efforts, the Higher Education Law. This section reviews the changes that have occurred since 1981 so that conclusions about the meaning of educational change can be drawn in the context of Turkish higher education today.

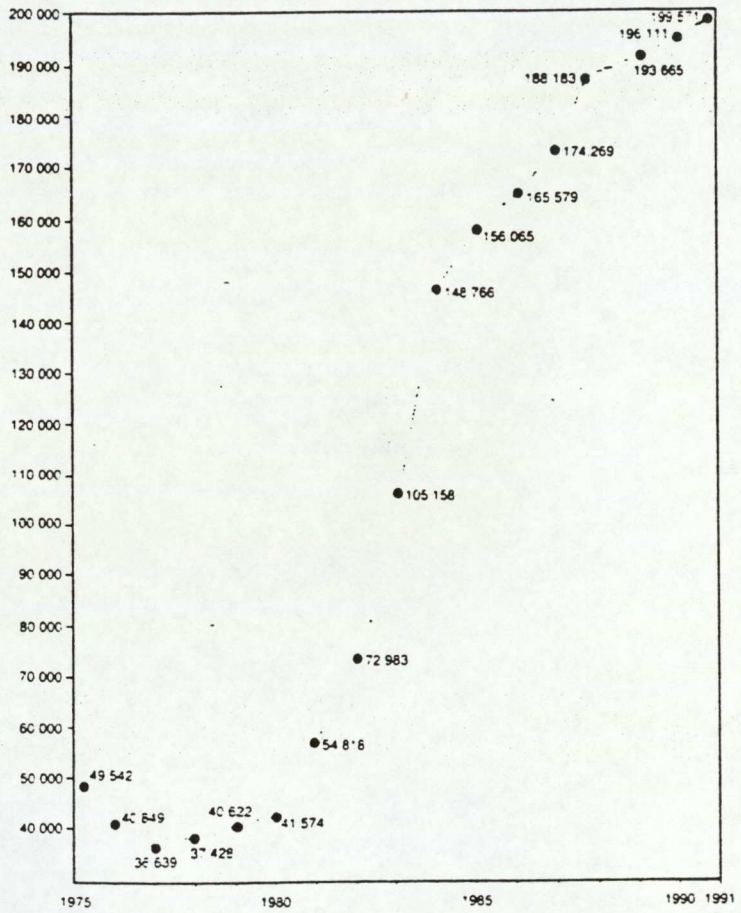
Within the ten years following the establishment of HEL, it is said that the changes that have taken place have been both beneficial and counteractive. The proponents of the Higher Education Law stress the beneficial aspects while some academics, businessmen and lay people emphasize the counteractive aspects. The very existence of such a dichotomy in the perception of what HEL has been able to achieve proves the argument of this thesis: the same issues are interpreted differently by adopters and implementers. In fact, for each positive argument, a counter argument can be advanced in terms of the reasons why HEL was enacted .

The first source of misunderstanding is related to the first aim: that of providing education to more young people. An investigation of the reports issued by the Higher Education Council reveals the increase in the number of universities admitting students on the basis of a central entrance examination. As can be seen in the following figure, the number of students rose from 40,000 to 200,000 between the years 1981-1991.

The number of universities has also increased. Figure 2.3 shows the number of universities established between 1933 and 1993. We see that the number of universities has increased from 28 in 1982 to 57 in 1993. The first aim in bringing HEL thus seems to have been achieved (TUSIAD, 1993, p. 165).

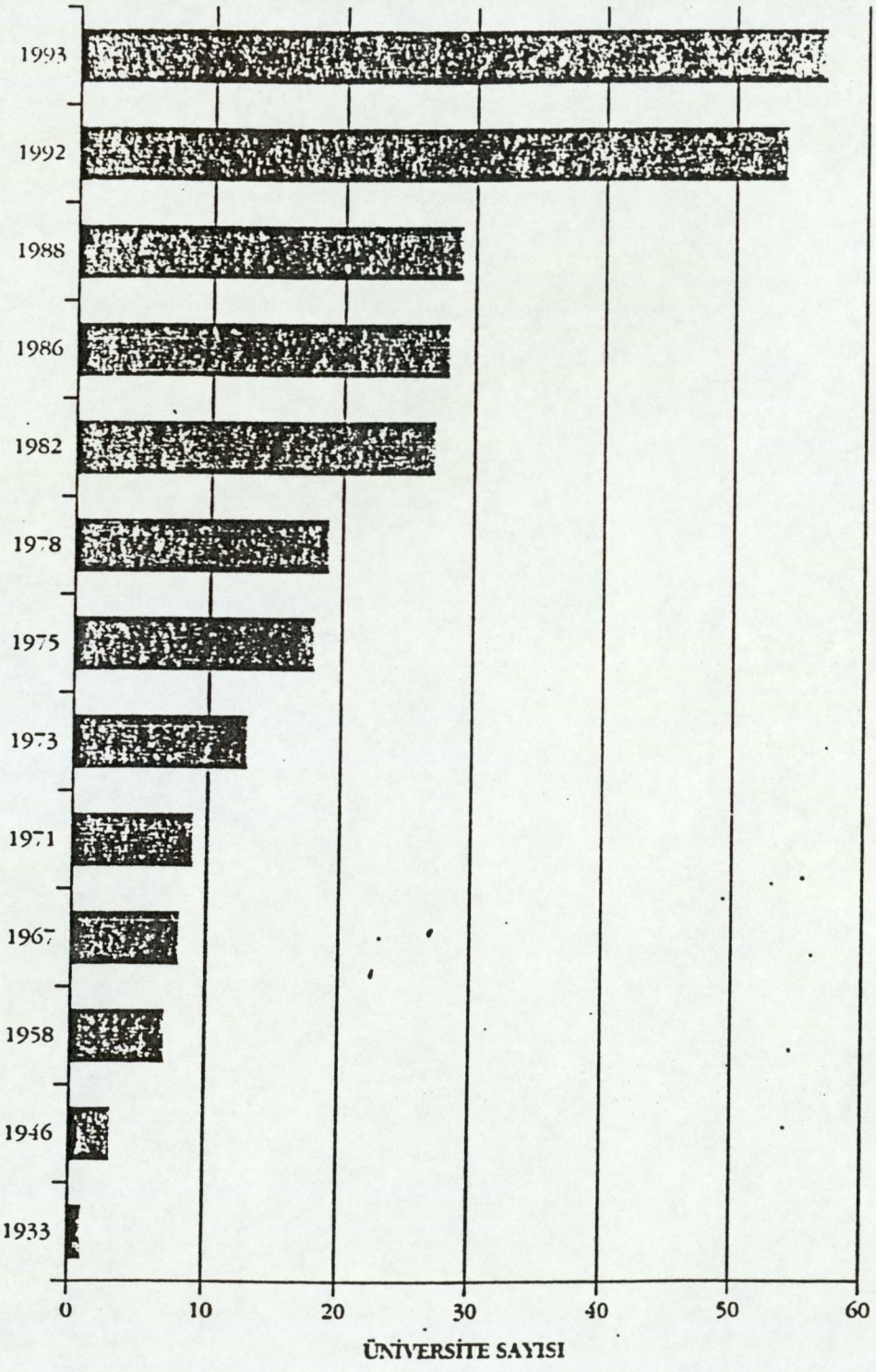
Yet, at the same time, the increase in student number has been criticized on the grounds that universities have not been established or restructured within the framework of a plan designed to meet the socio-economic needs of the country. As an example, it is said that the students from the rural areas who do not have the same educational

Figure 2.2 The Number of Students between 1981-1991 (HEC, 1991, p.14)



background as those educated in the cities may not stand an equal chance of university admission. As Gedikoglu (1995) asserts, the students are admitted to the institutions of higher education on the basis of a central selection process and concludes that "there are no privileges or exemptions provided for the student applications who have educational or economic disadvantages" (p.13). Another point is that these disadvantaged students , although they may be admitted, may not be able to graduate. A further complicating factor seems to be the conflicting nature of the laws in the establishment of new higher education institutions which has led controversies in functioning. The same discipline may be, in some cases a department but a faculty in others . For example, we see a Nutrition

Figure 2.3 Number of Universities Established between 1933 and 1993



unit at Ege University (Izmir) but the Department of Nutrition and Fermentation at Hacettepe University (Ankara) and The Faculty of Chemical Engineering at the Middle East Technical University (Ankara). As a result of separate restructuring in different contexts, it is said that human and physical resources have been squandered for the quality of education provided in the same discipline but at different universities may not be equal in quality (HEC, 1991).

As regards the second aim of HEL, the training of the teaching staff, again relying on the sources from the Higher Education Council, we understand that there has been an increase, from 150 to 1088 in the number of research assistants sent abroad for post-graduate studies between the years 1986 and 1991. Figure 2.4 illustrates the number of students sent to various countries in the world. At the same time, the number of staff trained locally has increased to 14150 (HEC, 1991). Such progress is indeed auspicious.

Yet, when we look at the distribution of those undergraduates sent abroad according to academic disciplines, we are informed that only 10 out of the 124 sent in 1993 are students in the social sciences with none in foreign languages. Furthermore, in a 1993 report prepared by the Association of Turkish Businessmen (TUSIAD) it is said that the country is in dire need of qualified staff members for the future with an estimated number of 50,000 members of staff and 20,000 Ph.D. holders. It is also suggested that evaluation or supervision of the trained members be coordinated upon their return to the country. This supervision or coordination is said to be done in a piece-meal manner at the moment (Tasdurmaz, 1982; TUSIAD, 1993). Although the responsibility of the Higher Education Supervisory Board (HESB) is to supervise and to control the activities of the universities

Table 2.1 The Number and Field of Research Assistants Sent Abroad for Post Graduate Studies

YEAR	MEDICAL SCIENCES	PHYSICAL SCIENCES	SOCIAL SCIENCES	TOTAL
1987	14	88	48	150
1988	36	224	141	401
1989	17	93	51	161
1990	42	136	53	231
1991	28	74	43	145
TOTAL	137	615	336	1088

and the units and the teaching staff (HEST, 1994), it is admitted that supervision is mostly done for the promotion and dismissal of teaching staff (HEC, 1991). Thus, the problem of training of the staff to meet the future needs of the country remains a problem.

Concerning the third aim, raising the quality of education by the betterment of research publications, am examination of the figures of the research publications in refereed journals indicate a considerable increase. As for the raising of the quality of education, three indicators are suggested: the number of students per academic, student success rates , and the acceptance of the university graduates in universities in industrialized countries (HEC, 1991). Quantitative evidence shows that there has been in fact increase in all the three areas of indication.

Misinterpretation continues with the issue of research publications. It is claimed that two issues need to be handled cautiously. First of all, it is claimed that the research done at universities is mostly literature review which cannot contribute to the quality of teaching and learning (Guruz, 1988). Still another impediment to research publications may be the

work overload of the staff hindering the attempts at research and publication (Tasdurmaz, 1982). It may also be the case that even when the staff do wish to publish, although the law undertakes responsibility for the publishing of research, this may not materialize given the financial difficulties the universities are faced with today. In other words, there may not be sufficient publications solely because of limited allowances which also mean little allowance to libraries and books (Akbulut, 1994; Tasdurmaz, 1982). In view of the current situation, it is suggested that the budget allocated to universities be increased or that new and different sources of funds be formulated. In fact, the lack of resources should come as no surprise given the fact that the state is the main funding system in higher education with 1 percent of the total budget coming from student tuitions.

What we are witnessing in this discussion is evidence of misinterpreted meanings in educational change. The adopters--the policy makers and administrators--see educational change from their own frame of reference and changes as implemented with quantitative evidence to prove their points. The implementers--teachers--on the other hand, stress the fact that changes have not been implemented to resolve the problems facing Turkish higher education today. It seems then, that, it is difficult if not impossible, to arrive at a shared meaning of educational change in the context of Turkish higher education.

What exacerbates the situation is the issue of university autonomy which has been discussed widely by both the teaching staff and the proponents of HEL. Some academics maintain that university autonomy which existed before HEL, no longer exists. In fact, there seems to be a change of attitude which can be observed by a comparison of the constitution of 1961 and that of 1981. In the former, university autonomy is defined as

"autonomy with regard to teaching and administration" (p.6), whereas the latter mentions autonomy in teaching. It could be that university autonomy has been interpreted as the election of the university administrators by the staff (HEC, 1993). There seems to be a loss of administrative autonomy; however, it is justified by the claim that higher education institutions in Anglo-Saxon models of education are accountable to society and that there can not be administrative autonomy because of the commitment to accountability (Guruz, 1988). The proponents of HEL maintain that the teaching staff have the benefit of absolute autonomy and that "..as institutions of higher education, the universities with their own governing bodies have full autonomy to make their own academic and curricular by-laws, and, on the basis of guidelines recommended by the HEC, they are fully free to determine their own academic standards and policies" (HEC, 1994, p. 5) . It is difficult to judge to what extent academic autonomy really exists as there is no empirical evidence. In the absence of such evidence one is led to believe that there may be different applications in different contexts depending on the discretion of the individual administrators.

In addition, we may expect the hierarchical structure of HEL, to cause further misinterpretation of the meaning of educational change. As formal organizations ensure the survival and effective operation of cultural and social systems (Worsley, 1975), the same is true in the context of Turkish higher education system. The HEL secures the survival of the Turkish educational system with its "hierarchical structure of power, in which each individual in each level of the organization has a clearly defined position and a clearly set of defined set of duties, according to a set of written rules" (Banks, 1968, p. 14).

Yet, simultaneously, the very nature of the Turkish system, that is to say, bureaucracy, can be dysfunctional and stifle development. In fact, Gedikoglu (1995) points to the "coercive" characteristics of the system and asserts that, as a result, "sound human relations and greater job satisfaction are not so commonplace" in the Turkish Higher education system (p. 10).

We understand that because of the hierarchical structure of the system, the power-coercive strategy will be used. Putting it differently, because of the very nature of the system it is likely that the changes produced will be of one kind, those initiated from the top. In fact, the higher education system has been criticized for its

> *tight centralized control with regard to finances; the selection, assignment, and promotion of academic staff members; the elaboration of curricula and the distribution of course offerings; and the recruitment and selection of students*
>
> (OSYM, 1990, p. 102).

We can also expect the use of the empirical-rational approach to change relying on the use of research. However, it is unlikely that the normative-re-educative approach will be used .

2.4 Summary and Conclusions

This chapter has analyzed educational change within its historical context and the context of Turkish higher education today and has established two facts. Firstly, the historical overview of Turkish higher education and a detailed discussion of HEL display one significant characteristic of educational change in Turkey: the implementation of laws to remedy the problems that arise in Turkish education. Today, it is the HEL that is intended to remedy the situation.

The second is that the HEL is an instrument for planned change which sets forth the vision of this change as continuous improvement in the quality of teaching and learning. Due to the structure of the HEL, the change strategies that are likely to be employed within such a system are the power-coercive and empirical-rational strategies of change. The normative-re-educative strategy of change is not likely to be used. Given that it is meaning that determines action, this study argues that without the integration of the normative-re-educative strategy of change, it will not be possible to arrive at a shared understanding of educational change.

What must be emphasized is the fact that we only have evidence for the lack of a shared understanding of changes brought by HEL in the name of educational reform. We do not have evidence of an understanding of the process of change, that is to say the how of the changes. This could be due to the fact that we do not have qualitative evidence. As becomes apparent from the above discussion, educational change has been investigated quantitatively, mainly through statistical analyses of the increase in the number of

newly-established institutions, the teaching staff or the success rate of students (TUSIAD, 1994).

The overriding concern of this study is to look into the possibility of how the normative re-educative strategy in combination with the other two strategies of change can bring about a shared meaning. In brief, the argument that this study puts forward can be considered as a way of encouraging the dynamic quality of educational change. This thesis now turns to a review of the international literature to see what lessons have been learned in the past and how these can help us to design a model that can be applied to our particular situation and in our own context.

CHAPTER 3

AN INTEGRATIVE STEP TOWARDS THE MEANING OF EDUCATIONAL CHANGE: EXPLORING WESTERN THOUGHT AND ACTION

3.1 Introduction

The second chapter has investigated educational change in the Turkish context as a first step in moving beyond received wisdom and has provided evidence that a shared meaning does not necessarily exist given the different claims of the adopters and implementers in Turkish higher education. This chapter provides the second step in moving beyond received wisdom and explores the Western thought and action of educational change to unfold the meaning of educational change in its past, present and future and to determine whether a shared meaning can possibly be achieved. Such an investigation in turn will shed light on a possible course of action for moving beyond received wisdom in the Turkish context. As Handy (1985) asserts, we should first explain the Past in order to be able to understand the Present and thus predict the Future.

The first part of this chapter discusses "the getting of the wisdom" (MacDonald in Rudduck, 1991) and the lessons learned from the past. The second part presents the current trends in educational change--the *what* of change-- which have resulted from the lessons of the past. The chapter then turns to investigate the *why* of change within the context of the current trends followed by a discussion of the *how* of change. Having established the meaning of the *what*, *why* and *how* of change, the chapter then attempts to

reassess the feasibility of finding a shared meaning of educational change . This discussion further enables a reassessment of the what, why, and how of change in the context of Turkish higher education. The chapter ends with implications for Turkish higher education.

3.2 Analysis of Received Wisdom: Lessons from the Past

This thesis argues that a shared meaning of educational change first needs to be established by acknowledging the received wisdom. This section discusses the lessons learned from the past which are intended to lay the foundation for a better understanding and justification for the current trends in educational change in the Western world.

As mentioned in the Introduction, the last three decades have seen a multitude of attempts at planned educational change. Fullan (1991) notes that the historical study of the process of educational change is a new enterprise arguing that a concern for the understanding of how educational change works in practice dates back to as recent as the 1960s. Fullan (1991) has classified the evolution of educational change in North America into four periods as follows:

Phase 1: 1960s: Adoption

Phase 2: 1970-1977: Implementation failure

Phase 3: 1978-1982: Implementation success

Phase 4: 1978-1990: Intensification vs. Restructuring

In the *adoption* phase, we are informed that people were immersed in adopting innovations and were primarily concerned with "how many innovations of the day were

being taken on or adopted", hence the name adoption (Fullan, 1991, p. 5). These innovations were mostly large-scale curriculum innovations which became characteristic of progress. McNergney and Carrier (1981) define these curriculum innovations as teacher proof curricula of the 1960s.

The second phase is called *implementation failure* for this was a time when educators realized that innovations were being implemented without a real concern for purpose. This resulted in the reports exposing the problem, for example Goodlad's "Behind the Classroom Door", and Sarason's "The Culture of the School and the Problem of Change" (Fullan, 1991, p.6).

In the third phase, with the results of the lessons learned from the implementation failure, educators, this time, turned their attention to school improvement, effective schools, staff development, and leadership. The *implementation succes*s phase of the 1970s saw both success and failure in implementing school improvement, effective schools, staff development, and leadership. In particular, research on effective schools was conducted in the early 1980s in order to be able to characterize good schooling (Schulman in Brandt, 1990).

These accomplishments had evidence for success but the stories of success were documented independently of one another. The implementation or effective schools initiatives gradually came under European criticism and it was said that these innovations were "quick fix, ad hoc," and "small-scale" and "piecemeal" (Fullan, 1991, p.6) The document *A Nation At Risk* issued in 1983 by the National Commission on

Excellence in Education announced the need for more comprehensive reforms in the United States . In addition, educational researchers took interest in Japanese education and tried to emulate the characteristics of such an education while the Japanese did not seem to be satisfied with their own education system and were trying to improve it (Lewis, 1990). Despite the agreement on the need for more comprehensive reforms, the way that people set about these new reform attempts was different, hence, the birth of the two current approaches to change: *intensification* and *restructuring*.

Turning to the U.K. in the 1960s, we understand that change meant external agencies formulating the content of the curriculum and determining what was to be taught and supplying teachers with "better books and packaged pedagogies" (MacDonald, in Rudduck, 1991, p.23). In other words, to improve the quality of the curriculum provision of schools, change was to be planned by experts from outside schools. Although the establishment of *the Schools Council for Curriculum Development and Examinations* which was a major initiative in this direction with *The Humanities Curriculum Project* (HCP) as one of its well-known projects, it was soon discovered that curriculum reform as such was not enough . It was said that these attempts did not create substantial change for change was imposed on teachers in packets of traditional pedagogy (Rudduck, 1991; Walford, 1990; Whitaker, 1993). The conclusion of the reform attempts in those days was that "curriculum change is not a simple, mechanical process that needs an expert kick to get it going when it stalls" and that "the quick fix of the curriculum package is not enough" (Rudduck, 1991).

What can be considered as the second phase of educational change in the U.K. was the effective schools movement which came about largely because of the disappointment with large scale curriculum reform and led to an interest in identifying the conditions which created better learning. Researchers who had directed their efforts towards learning more about better schooling discovered that "the quality of the teachers themselves and the nature of their commitment to change" was important to the success of educational change (MacDonald, in Rudduck, 1991, p.3).

This discovery had a great impact on in-service teacher education in the 1970s. As a result, curriculum change was brought back into life in the form of in-service education. It is in those days that the 'teacher as researcher' movement began and action research became popular. Those who had played central roles in curriculum reform set about a different strategy based on this finding and started working in the teacher training colleges to contribute to the development of teachers. Thus, throughout the 1970s, teacher education became a revitalized source of curriculum change (Rudduck, 1991).

This third phase, which may be called the teacher development phase, was significant in that it did acknowledge the crucial role teachers had to play in educational change and put teachers in the limelight. However, despite the success stories of the many innovations of the time, these innovations were condemned as piecemeal and ad-hoc (Fullan and Hargreaves, 1992). Teacher development, therefore, turned out to be a limited paradigm of educational change making the need for more comprehensive reforms apparent.

Finally, the 1980s was a time of organizational concerns, marking a shift from piecemeal to systemic change. As a result of this thinking, today, we are talking about school-based improvement with the conclusion that "..the local enterprise is more likely to improve quality than national enterprise..and psychological support just as essential as material support" (MacDonald, in Rudduck, 1991, p.4), an issue which will be discussed in the following section.

When we view the evolution of educational change in the Western world, we can identify a shift from package development to teacher development and finally to school development. We see that there are lessons to be learned from this evolution process. To begin with, the curriculum reform attempts both in North America and in the U.K. did add knowledge to how educational change may be implemented. The HCP, for example, provided insights into the levels of decision-making and the spread of ideas and practices. As MacDonald (in Rudduck, 1991) observes "Teachers are, on the whole, poor implementers of other people's ideas" (p.3). It is claimed that when teachers try to adapt to an innovation which has been mandated from above, they usually fail in adapting for it is in marked contrast with their line of thinking, character and background. Thus, curriculum change was not enough to produce substantial change; nor was is a simple process with experts prescribing conducts of action for the practitioners. There were also lessons learned from the teacher development phase. It was discovered that teachers played a key role in change with a new teacher image of teacher-as-researcher being important for the success of change. The most important lesson learned was, however, that there were no "easy solutions" for educational change (Rudduck 1991, p11). What is acknowledged today is that change needs to be systemic.

3.3 Investigating the *What* of Change

Despite the fact that it may be difficult to make a true classification of the trends of what is currently argued to be systemic change, such an attempt is essential in understanding what has worked and what has not worked in educational change. It is also such an attempt that can help us achieve a shared meaning. This section, therefore, turns to a review of the current trends of educational change with the intent of presenting theory and research in terms of the current trends, not solely to provide models of change but to inquire about and identify the issues that are explored and unexplored in the current reform of Western discourse of educational change.

3.3.1 The What Of Educational Change: Current Trends

As a result of the lessons learned from the past initiatives of educational change, today we about talking about two major trends which as Fullan (1991) notes are *intensification* and *restructuring.* When we try to characterize change by examining these two trends, we see that they differ radically in their philosophy. This is because *intensification* is essentially an approach that favors centralization while the *restructuring* approach derives its strength from decentralization.

Intensification refers to the attempts at intensifying the *what* and *how* of teaching by specified curriculums, "mandated textbooks and standardized testing tightly aligned with curriculum" (Fullan, 1991, p.7). The National Education Act of 1988 in the U.K. is a good example of the intensification movement with the government increasing its control over the education system by imposing on schools a national program based on

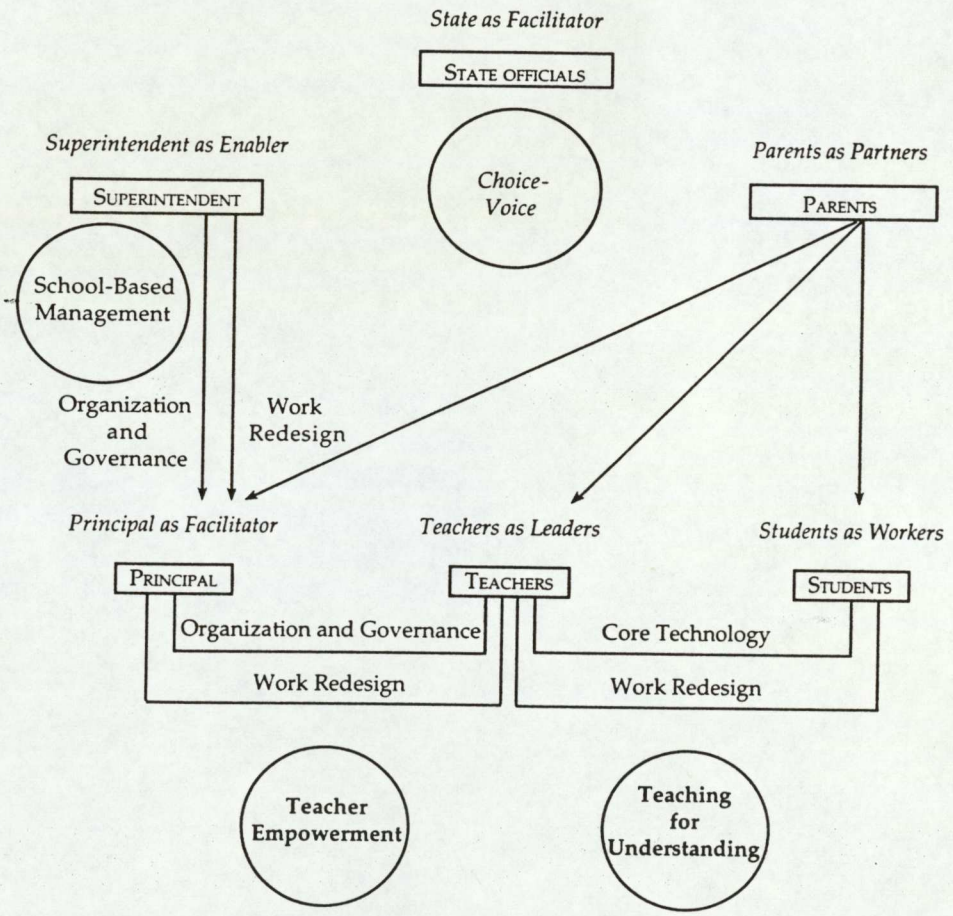
subjects, stages of learning, attainment targets and assessment and testing (Whitaker, 1993).

Intensification reminds us of the package development of the 1960s. The question is whether this is no different, or whether this is change presented under the guise of systemic change. If so, would it not have similar negative effects? In fact, Hargreaves (1994) provides evidence of the negative effect of the intensification of teachers' work as a result of the intensification movement. One of the findings of a study done in elementary schools in Ontario is that under the intensification movement "..teachers' work is portrayed as becoming more routinized and deskilled" and that teachers are "increasingly controlled by prescribed programs, mandated curricula and step-by-step methods of instruction" (Hargreaves, 1994, p. 118). This brings us back to the issue of imposed change: it seems that the "educational villain" as Goodlad (1991) notes, the long debated bureaucratic control , a coercive approach to change is making its existence ever more apparent.

Yet, at the same time we see attempts to move away from bureaucratic control or centralization in the form of restructuring towards more decentralization, taking into consideration " the more subtle ingredients in human and organizational behavior" (Everard and Morris, 1990, p.231). There is more discussion of issues like attitude, motivation, change facilitator styles, and inner states. One such attempt is *restructuring,* the current paradigm that focuses on the "devolution of control" , comes in the form of school-based management, and implies enhanced roles for teachers (Murphy 1991, p.13). Murphy (1991) draws our attention to the goal of restructuring as no longer being "the

maintenance of the organizational infrastructure" but rather "the development of human resources" (p.18). Thus, the emphasis seems to be on the decentralization of operations as opposed to the centralization of educational delivery. Figure 3.1 lays out the conceptual scheme of restructuring.

Figure 3.1 A Conceptual Framework for Restructuring Schools (Murphy, 1991, p.11)



Proponents of restructuring have been inspired by modern management theory, realizing the potential for growth for the business sector. Businesses have been decentralizing their operations by "pushing decisions down to the level of the organization in closest contact with the customer, by reorienting their management philosophy from control to

empowerment" (Murphy, 1991, p.13). (Everard and Morris, 1990; Kanter, 1992; Peters and Waterman, 1990; Plant, 1987; Scott and Jaffe, 1991; White, 1991). As Reigeluth (1992) notes , businesses are trying to move away from the bureaucratic system where decisions are "bureaucracy-driven" to a more team-based organization relying more on "client-driven" decisions (p.12). Underlying this reorientation towards a client-driven approach is the realization that workplaces are organizations of people. In fact, when we examine the performance of well-known companies we see that long-term results can be achieved through management processes which stress " personal empowerment and the active involvement of all workers" (Whitaker, 1993, p.4).

A newly emerging trend in educational change that may be considered under the rubric of restructuring is one that has been inspired by the movement of Total Quality Management (TQM hereafter) in business. In the U.K. Harvey et al. (1992) talk about the Quality in Higher Education (QHE) project started in 1991 and sponsored by both various educational institutions and business organizations. Crawford (1991) argues the most useful definition of TQM as "Quality-Fitness for Purpose" and asserts that the extent to which quality can be achieved depends on whether the purpose "to which effort is being directed is clearly defined" (p.2). Ingram (1991) asserts that for TQM to be taken as a serious operation then these main issues need to be resolved: the establishment of the criteria for quality and excellence in teaching, "the way in which high levels of motivation can be produced through improved teaching across the whole sector, and the need to introduce particular incentives to reward teaching excellence in exactly the same way as has been done for research " (p.1). Crawford (1991) concludes that "..to develop a powerful quality ethos, staff development is necessary" (p.1).

TQM is also experienced in the United States and particularly advocated by Tribus (1990) who emphasizes Quality Management in Education. This kind of a management system is different than the traditional management systems in that it is " a different way to organize the efforts of people" and that "any approach to the introduction of quality management must begin with the education of the staff" (Tribus, 1992, p. 20). A quality role is "what makes learning a pleasure and joy" (Tribus, 1992, p.6). When measures in the form of threats or competition for grades are taken, student performance may be increased but will not create independent learners. To achieve quality, teachers must constantly "wed" students to learning, and in this way, teachers can make students more responsible and change their indifferent attitude to learning (Tribus, 1992, p.7).

We are informed that educators are under substantial pressure to adopt these blueprints to renew educational systems in line with the organizational revolution taking place in the business sector. *Restructuring* has in fact come to be prominent in education; however, as Murphy (1991) notes," Despite a good deal of informed opinion about the salutary effects of school-based management , teacher empowerment, and choice, the empirical evidence is troublesomely thin" (p.75). In other words, despite the well-formulated conceptual rationale, restructuring is still in its infancy.

What evidence then, do we have for restructuring? Murphy (1991) for example, provides evidence of transformed schools in Cincinnati, Dade County Florida and Hammond, Indiana where teachers are said to be involved in decision making and evaluation. Teachers in these restructured schools are taking on new responsibilities that extend beyond those limited to the classroom.

Two other examples of restructuring come from the cases of British Columbia and Ontario, Canada. The former scheme called *Year 2000: A Curriculum and Assessment Framework for the Future* was initiated in 1990 and the latter *Restructuring the Education System* launched in 1989. Three important observations are reported: the legitimate role that the state has in shaping the new image of educational reform, the use of exceedingly rational strategies and limited national and provincial capability for policy research on the evolution of these restructuring schemes (Fullan, 1991).

Another research project is cited by Henderson (1992) who argues that restructuring "conjures up vague images that are easily misinterpreted" (p. 40). In the research project done in an elementary school in Aurora, Colorado, U.S.A., it is reported that in order to initiate the process of the restructuring of their school, the principal and faculty of the school had to start the process without any models, manuals or an abundance of recommendations from the literature. Yet, Henderson (1992) defines this process as "exciting and rocky but with tremendous rewards" (p.40).

Boles and Toren (1992) "two tenured teachers with no power, beholden to no one" as they define themselves, report that their self-initiated involvement in restructuring started by writing articles for journals and sharing their ideas for restructuring at conferences around the country, gradually succeeding in forming coalitions (p.18). The first project that started in 1987 has now turned into a project with the collaboration of 4 Brookline schools and three Boston schools.

The evidence for restructuring as can be seen from the above examples is varied with most evidence coming from secondary education. We do have evidence however, of successful applications of TQM in higher education. Clayton (1993) for example, reports the establishment of Quality circles, a Quality Council and cites the various projects to implement the Quality ethos at the University of Aston in Birmingham. Harvey et al. (1992) report the Quality in Higher Education (QHE) project started in 1991 and "sponsored by a partnership of education, government and business" (p. 1). The aim of the QHE project is to "develop a methodology for assessing quality in higher education" (p.1) Furthermore , the principles of Quality Management are reported to be successfully applied at the Mt. Edgcumbe High School, Sitka, Alaska (Tribus, 1990).

As can be seen from the existing research evidence, we can see that restructuring is under way in some contexts. However, as mentioned in the Introduction, it is still early to talk about real achievements for we do not have sufficient empirical evidence showing positive gains. Despite the weaknesses of theory or lack of empirical evidence, Fullan (1991) argues for restructuring as " a theme for implementation because of its obvious importance and potential" and adds that restructuring will be the major source of action in the 1990s (p.88).

As a result of discussion of the lessons learned from the past and a review of the current trends in educational change in the Western context, we can make the following observations:

1. Today's educational change is comprehensive in nature which is claimed to be significantly different than the thought and action of the 1960s and 70s when change was piecemeal and ad hoc. The current paradigm is systemic change, thus, there has been a fundamental paradigm shift from piecemeal to systemic change: that is to say, change is intended to spread through all levels of a system.

2. Due to the comprehensive nature and scope of educational change, it is an ambitious agenda, which means more is required for implementation which brings to the fore the importance of the process of change.

3. Although the two recent trends in educational change, intensification and restructuring, rely on systemic change, they do this quite differently. Intensification relies on control whilst restructuring claims decentralization with focus on teacher empowerment.

3.4 The Need for Systemic Change

Having conceptualized the *what* of change as systemic change, we can now proceed with a discussion of the *why* of change. Why are such comprehensive reforms felt needed? One wonders the need for such kind of reforms for they are radical in nature, not to mention, "difficult and risky" (Reigeluth ,1992, p.48).

There are said to be three motives for the attempts to reform the quality of American education, one is mainly economic (Murphy, 1991; Reigeluth 1992). The other is related to the existing model of governance, organization, program delivery and management of schools, that is the bureaucratic infrastructure of schools, which has come under severe criticism. And the third is what is considered as "the emerging crisis of quality in the

teaching force" (Murphy, 1991, p.11), a crisis that has led to a call for the professionalization of teaching and the organizations in which teachers work.

The main focus of restructuring schools seems to be on fostering the work environment to enable teacher empowerment and promote continuous professional development in order to address the three pressing issues in educational problems. The message for educators is clear: greater professionalism. The call for professionalism is expressed together with demands for new structures to replace the current debilitating bureaucratic infrastructure of the schools. It is essential that these new structures allow for teacher autonomy and that the school become the essential decision-making entity within the educational system (Goodlad, 1990; Murphy, 1991).

The need for comprehensive reforms seems to be similar in the British context, where the impetus for change is market-based, revealing the pressure to meet the needs of a competitive society in this information age of today (Davies, 1990; Whitaker, 1993). Barnett (1993), for instance, talks about the need for expansion in British higher education and points to the "possible conflict of interest" between expansion and "the squeezing of resources" (p.1). He discusses the impact this may have on the interest in quality, which has become a key issue both in the United Kingdom and the western world in general. Barnett (1993) further draws attention to the statement expressed in the NCUP Policy Document Number : "teachers at all levels in higher education are under pressure from increased student load and diminishing resources both in staffing and in research support" (p.6).

In brief, the above discussion of the *why* of change in the Western world provides a justification for the need for systemic change. Whether in the form of intensification or restructuring or TQM, the need for radical reforms seems necessary to respond to the needs of a changing society that is more competitive with the key element being the professionalization of teaching. Restructuring has the claim for teacher empowerment as the professionalization of teaching. As Romanish (1991) argues, "The goal..is not merely to empower teachers but to professionalize teaching thereby opening the door to improved teaching and education" (p.xi).

3.5 Managing School-Based Reform: The Problem of Meaning

Having discussed the what and the why of change, this section continues to discuss the *how* of change, that is to say the implementation issues, and to assess the possibility of a shared meaning in the context of educational change today.

Despite what may have happened at the policy formulation or decision-making stage or putting it differently at the adoption or initiation phase, "a lot of things can be done or undone when a guideline is introduced for use" (Fullan, 1991, p.274). Thus, the greatest issue of concern remains one of implementation that is to say the process of change (Everard and Morris, 1991; Fullan, 1991; Whitaker, 1993; White, 1991), which, as mentioned previously, has not received enough attention. Fullan (1991) points to the complexity of the process of educational change emphasizing the fact that "Change is a process, not an event" (p. 49). This is a process of "how changes become initiated to how or whether they get put into practice and become institutionalized" (Fullan, 1991, p.9). Change is admittedly more social than technical (Fullan, 1991, p.65).

Why is the implementation of change or the process of change, which is popularly described as the management of change in the U.K., a very complex and sensitive matter? There seems to be one major reason for this complexity : the simple fact that educational change is concerned with people. Bernard (1972) draws our attention to the fact that innovation "is not something that happens to and from things" (p.414). As mentioned in the introduction, what is frequently taken for granted as "seen", which in the case of educational change is the adoption of a change, may not be" seen" , therefore understood in the same way by all parties involved in change. This is due to the fact "different people see things differently" and "human beings behave in, and in response to, the world as they perceive it" (Buchanan and Huczynski, 1985, p.33). Hence, the implementers or the practitioners may not ascribe the same meanings that the adopters have in initiating change .

As mentioned in the Introduction, the issue of interpreting the reality of change may be resolved or become more problematic depending on the way a change is introduced. In other words, the change strategies used will have a critical role to play in achieving a possible shared meaning. This will determine the success of implementation in that the intended changes may not get done hence established practice may or not may not change. This study argues that in order for the implementation of change to be successful, a change necessarily needs to employ all of the change strategies with the focus on the normative-re-educative strategy of change. Let us attempt to argue further why this needs to be so by reconsidering the current approaches to change in terms of their assumed approaches to change, to the professionalization of teaching.

Given that the new trends are "philosophically at odds" (Fullan, 1991, p.2), it is highly likely that they will have different approaches to change. We can expect the power-coercive and the empirical rational strategies of change to be used in the intensification attempts while we may expect the use of empirical rational and the normative-re-educative strategy in restructuring efforts.

If we accept that we live in a world of "multiple realities" and that "our view of reality depends on our social position and is influenced by organizational position" (Worsley, 1967, p.62), it should become clear why a coercive approach to change is not likely to produce the intended changes. As a power-coercive strategy assumes "the application of power of some form", this means "those with less power" are expected to comply with " the plans, directions and leadership of those with greater power" (Benne, in Bennis et al, 1976). In such an approach, intended changes are not likely to lead to action or "meaningful behavior" which entails "things that people do and the reasons that they have for doing them" (Buchanan and Huczynski, 1985, p.19). Given that it is the practitioners who have to cope with the everyday demands of classroom and school life and are busy marking tests, planning the next day's or next week's lesson, trying to cover the syllabus, and various extra-curricular activities can easily take all their time and energy. The proposed change may simply be seen as adding new demands . Hence, a teacher who is under the pressure of the demands involved in maintaining the status quo, "..cannot be expected to change readily when the change does not seem needed, is unclear or unrealistic in timeline or resource support" (Bell and Day, 1991, p.21). Thus, we can see that the way in which teachers see events or putting it differently, the teachers' construction of the social world is conditioned by their own experiences which may run

counter to the other social constructions of the world (Giddens, 1993; Worsley, 1969; Zollschan and Hirsch, 1964), hence no shared meaning. We can thus claim that intensification is not likely to bring about a shared meaning of educational change because of its power-coercive approach to change.

As we have seen, in the case of the packaged pedagogies of the 1960s, imposed change can leave the teachers out of the process of change, leading, in many cases to what Fullan (1991) has termed "non-events" (p. xiii). In a power-coercive approach to planned change, change may not get implemented in the way it has been intended or planned (Fullan, 1991; Sikes, 1992; Tyler, 1990). What is meant by a non-event or change not being implemented in the intended way is usually attributed to resistance to change on the part of the teachers. That seems to be a rather simplistic view of reality. The truth of the matter is that reality is socially construed by teachers who attach meanings to what they do according to their own "theories and understanding of how the world works" (Buchanan & Huchzynski, 1985).

In the case of restructuring, Wideen (1992) informs us of a small but growing body of literature documenting success in school-based educational reform but adds that "even though we may know what successful school-based innovation looks like, delivering it is another question" (p.123). We hear more of school development plans to create empowered schools (See Hargreaves and Hopkins, 1991 for the development plan designed in connection with the Department of Education and the Local Education Authorities--*Planning for School Development*). The very fact that teachers are "allowed"

to make decisions raises serious doubts about the allure of decentralization in which case we may argue that restructuring has the deceptive allure of decentralization. Is empowerment then no different than compliance required in centralized systems? Is structural change as Murphy (1990) argues practiced at the cost of attitude change? The question remains whether empowered schools are really the "hope of the future" (Goodlad, 1991, p.26) .

The empirical-rational strategy of change is likely to be used in both intensification and restructuring to enable professionalization of teaching by educating the teachers for more professional roles. Despite the recent move away from training towards development in education, we are informed that the educating strategies employed in most contexts do not seem to go beyond quick-fix workshops in classroom methodologies (Gebhard et al., 1990; Goldenberg and Gallimore, 1991: Lanier and Little, 1990). Such training schemes point to use of the empirical-rational strategy of change. By undertaking such strategies we are assuming that men are rational; however, we are informed by the business world that rationality only does not work. As Peters and Waterman (1990) assert "Professionalism in management is regularly equated with hard-headed rationality" and further claim that "The rational approach to management misses a lot" (p.31). Although the term rational denotes that which is sensible or reasonable, it has come to be defined narrowly in education as the only right answer which seems to miss all that is human, that is to say people.

The usefulness of training cannot be denied; however, as a strategy on its own and as practiced currently, it is a limited view of change and cannot bring about a shared meaning

in change. As Chin and Benne (1976) note, a change in practice cannot be enabled only "in the rational informational equipment of men[sic]" but that change needs to happen at a personal level and at the sociocultural level where "changes are alterations in normative structures" (p.31). It can thus be argued training is practiced at the cost of ongoing personal and professional development (See Chapter 4 for a discussion of the current educating strategies in foreign language teaching).

We can make two observations concerning the possibility of a shared meaning of educational change through intensification and restructuring in terms of their approaches to change. Firstly, if we accept that intensification relies on the power coercive approach to change, this may pose problems due to the multiple meanings actors may prescribe to the change effort . Secondly, if the professionalization of teaching is to be brought about by educating strategies in other words, the empirical rational strategy of change, change will be implemented in cases where teachers are ready to accept the call for professionalization.Hence, it can be argued that the two strategies that are likely to be employed in intensification and restructuring will not bring about successful implementation of change.

A normative-re-educative strategy of change, on the other hand, can bring about success in implementation because of its potential for a shared meaning if we are to look closely at the assumptions it makes. In this view of change, intelligence is assumed to be "social, rather than narrowly individual" (Chin and Benne, 1976, p. 31). Action can be enabled through social meanings and norms, that is to say a normative culture. If people participate in their own re-education, change can happen. One point should be clarified however; this

is not the re-education of teachers in order to change them towards given ends. This agenda of change is radically different that in the other two approaches in that it advocates problem-solving in groups to create their own agenda of change (Chin and Benne, 1976). This is important in creating a workforce that is committed to change which is summed up in MacDonald's words: " Their [teachers'] understanding, their sense of responsibility, their commitment to the effective delivery of educational experience for their pupils, is significantly enhanced when they own the ideas and author the means by which ideas are translated into classroom practice" (MacDonald, in Rudduck 1991, p.3).

If the aim of today's trends in educational change is the professionalization of teaching, it should become clear that the cornerstone for change is teacher development which entails personal and professional development. There are two seemingly different but complementary reasons why this should be so. First of all, no single strategy, other than ongoing personal and professional development can contribute to the meaning of educational change. Secondly, ongoing personal and professional development can be one of the most powerful weapons to combat boredom, dissatisfaction and alienation of teachers which is unjustly dismissed as resistance to change. It should be acknowledged that the essence of educational change is ongoing personal and professional development of teachers.

Understanding teacher development is the first step in understanding teacher empowerment. When we discuss empowerment, there seem to be many underlying issues at conflict with one another. We can perhaps understand how empowerment can be enabled through a normative-re-educative strategy by first exploring the relationship

between educational change and teacher development. This can in turn enable us to arrive at possible conclusions concerning teacher empowerment. This chapter now turns to an analysis of the relationship between educational change and teacher development. Such an analysis will help us to wrap up the argument on the what, why and how of change and further explore the possibility of a shared meaning of educational change within the context of empowerment.

3.6 Educational Change and Teacher Development

We can thus argue that past practices have not been able to accommodate change because educational change has not paid attention to the development of teachers. In fact, little systematic attention has been given to understanding the relationship between educational change and teacher development. Fullan and Hargreaves (1992) remind us that "..the focus of the link between teacher development and educational change is barely fifteen years old " (p.1). Research on teacher development since 1975 shows that teacher development as a result of the education reforms followed similar patterns and went through two phases: the **innovation-focused** phase and **the total teacher and the total school** phase. The *innovation-focused period* parallels the line of thinking that was prevalent at the time: curriculum development and improvement in instructional practice, a period when teachers were involved in specific innovations. The second phase, *the total teacher and the total school phase,* deals with teacher development within the context of the individual school and considers the following components:

i. The teacher's purpose: What teachers value or disvalue is important. Teachers want to be able to achieve what they want and avoid what they do not want. Fullan and Hargreaves

(1992) summarize what is at the core of the matter: "Because teaching is a moral craft, it has purpose for those who do it" (p.5)

ii. The teacher as a person: Do all the teachers react to attempts at development in the same way? How can we argue that certain prescribed procedures will work for every teacher? Do we have evidence to support our a priori assumptions?

iii. The real world context in which teachers work :Fullan and Hargreaves (1992) argue that most attempts at development do not take into consideration "the social contexts in which learning and teaching take place" (p.6). One context of teaching may well be different from another. As a result, what works in one situation may not work in the other. In addition, we are not informed of how teachers experience change in their contexts. In fact, the studies that inform us of the careers of teachers do not seem to "focus on the experience or the influence of attempts to improve professional practices" (Huberman, 1988, p.120). Lortie (1977) further warns us against assuming "that the presence of alternatives, even though thousands of people are motivated to diffuse them, automatically produces change" (p.218).

iv. The culture of teaching : It is becoming apparent that the culture of schools is the real key to teacher development. In particular, a collaborative work culture can promote teacher development actively. However, it is observed that such cultures are observed rarely in schools (Fullan and Hargreaves, 1992).

As Rudduck (1991) notes, "We are beginning to see changes not simply as a technical problem but as a cultural problem that requires attention to context and to the creation of meaning within working groups" (p. 32). Rudduck (1991) deplores the use of term the management of change which implies that we see change as a technical problem . In a similar vein, Hopkins (1988) emphasizes the fact that culture has been left out of the current attempts at the conceptualization of change, and concludes that "this myopia" has resulted in models and characterizations of educational change that bear little relationship to empirical reality" (p.107).

Bell and Day (1991) confirm the need for a school culture in which individuals can interact and learn from one another arguing that "..the interdependent relationship of the school and the teacher is crucial" and that " a teacher cannot improve his or her performance consistently if the organization is in poor health, and the total functioning of the school rests on the sum of the individual teachers' contributions" (p.4).

To sum up, in the relationship between educational change and teacher development, four particular issues have been neglected. First of all, the *teacher's purpose* has been neglected and as a result not developed as a potential source of innovation. Similarly, the *teacher as a person* has not been given priority in the planning of any change schemes. Moreover, the *real world context of teachers* has not been an area of investigation. Finally, collaborative work patterns that form the basis of the *culture of teaching* have not received attention.

Given the above neglected areas of teacher development and the call for the professionalization of teaching under the banner of restructuring, it remains a difficult task to conceptualize how this move towards professionalization, in particular empowerment is expected to happen. In fact, as Murphy (1991) further reminds us "..empowering personnel at the site level" has not been given "enough attention" (p.77). Although empowerment is suggested as a panacea for all institutional problems, the very fact that it has not been rigorously dealt with challenges notions of implementation. It is therefore, a possible but semi-explored vista.

What then, is the received wisdom in Western thought and action ? Currents trends with their call for and emphasis on the professionalization of teaching seem to rely on two strategies of change as mentioned previously. This study has argued that empowerment can be possible through a combination of change strategies with the normative-re-educative as the starting point. Yet, what is empowerment? It is a concept that is readily saluted in most educational contexts; however, it is also used to mean a variety of concepts. Let us now turn to define empowerment in order to enable a comparison of what is feasible and what is not.

3.7 Teacher Empowerment: A Close Inspection for Meaning

> *Use of the term teacher empowerment is no longer simply fashionable in educational discourse, it is almost mandatory. Despite the popularity of this term--or, alternatively, because of it--it is used in multiple and often conflicting ways, especially when applied to teachers.*
>
> (Prawat, 1991, p. 737)

Empowerment seems to be the key issue in the new reform attempts of today whether this is restructuring or TQM. What is empowerment, the buzz word of today's change discourse? As Ripley and Ripley (1993) note empowerment has turned out to be "the single most driving philosophy" both in the business world and in educational contexts in the world" but that "very few people really understand exactly what empowerment is and how to implement it" (p.3).

Turning to the business world, we see that empowerment is one of the 3 Es (George, 1991). Empowered employees are those that "play their part through appropriate and increasing levels of responsibility, accountability, delegation and trust" (George, 1991, p.140). Similarly, Scott and Jaffe (1991) define empowerment as "a fundamentally different way of working together" (p.14).They argue that although empowerment is thought of something one does to other people, it is in fact a process, "something that happens in a relationship between people" (p.15). In this relationship, people are partners with employees being able to make their own decisions and not having to follow

prescribed courses of action. The empowered workplace is one characterized by team work with collaborative teams working towards commonly set aims. This is different from the traditional competitive workplace.

Most definitions of empowerment discuss the issue of power, albeit in differing perspectives. Price (1993) for example, defines empowerment as delegation. In order for empowerment to happen, it is argued that the employees need to be educated. To achieve empowerment , then "educated power" seems to be a first essential step (Price, 1993). In fact, in the TQM literature , it is argued that "understanding power and how people relate to the word is the first key step to take when contemplating the creation of a truly empowered workforce" (Smith, 1991, p.125).

If employees can make their own decisions, one would then question whether this can affect the power of the managers? Kanter (1979) points to the fact that employee empowerment does not necessarily lead to the powerlessness of managers. On the contrary, she argues that "organizational power can grow, in part, be shared" (Kanter, 1979, p.73). Similarly, Scott and Jaffe (1991) assert that managers should not feel powerless with empowered employees. On the contrary, managers will be gaining power as they will have help in getting the job done. Ripley and Ripley (1993) argue that empowerment may not be achieved in the case of managers with "personalized power" as opposed to those with "socialized power" who tend to use their power "for the purposes of serving and benefitting the common welfare" (p.5).

As mentioned in the Introduction, the term empowerment has also come to be prominent in education. One can encounter empowerment in most professional educational journals or conferences during the past five years (Smith and Lotven, 1993). Yet, similar to the lack of agreement as regards empowerment in the business world, multiple educational definitions for this term can be discerned. This is primarily due to the fact that educational theorists conceptualize the context of empowerment in multiple ways and focus on different issues in the discussion of the process of teacher empowerment (Prawat, 1991).

Sprague (1992) for example, in her comprehensive literature review of teacher empowerment, has found three particular areas of focus. One is that the teacher's role is critiqued. A second area of focus is an analysis of the factors that have brought about teachers' powerlessness. A third area is the proposed alternatives for bringing about teacher empowerment. When we consider these areas of focus, we realize that these in fact correlate with the four areas of teacher development that have been neglected (See previous section on the relationship between educational change and teacher development).

Most educational definitions of teacher empowerment appear to focus on the issues of enabling, shared decision-making, and increased occupation autonomy. Glickman (1990), for example, notes that empowerment is the suggested alternative to bureaucratic control which traditionally lies with the administrators. In a similar vein, Murphy (1991) asserts that empowerment necessitates new roles and relationships for administrators and teachers

with the former "moving from the apex of the organizational pyramid to the center of a complex network of interpersonal relationships" and the latter " becoming leaders of learners" (p.35). Maeroff (1988) offers a concise but comprehensive definition for teacher empowerment: "It is the power to exercise one's craft with confidence and to shape the way the job is to be done" (p.4). Similarly, Brederson (1989) defines teacher empowerment as "the possession and exercise of power, by instructional professionals, in the pursuit of occupational improvement, professional autonomy, and the overall improvement of the educational process" (p. 25).

In addition, definitions of empowerment tend to focus on the power aspect of the concept. Similarly, Sprague (1992) defines empowerment " as enabling those who have been silenced to speak" (p.189). Simon (1987) further discusses empowerment as "helping teachers to develop a sense of agency, become challengers, and take initiatives" (p.60). Bolin (1989) defines empowerment along similar lines: " investing teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach " (p.33). Willis (1977) again draws attention to the power aspect of empowerment and notes that "One path to empowerment is through passive or active resistance against the forces that have stripped teachers of their professional power and dignity" (p.158).

One of the themes strongly advocated in the empowerment literature is the necessity for teachers "to break out of their isolation and discover their shared condition" (Sprague,

1992, p.190). Research shows that when teachers go through successful group experiences, they usually want to continue to meet discussing their concerns and trying to find problems (Goodlad, 1990; Brandt, 1991; Lortie, 1975). In other words, collaboration is one way that empowerment can be brought about.

Summarizing these different and varied perspectives on teacher empowerment, Prawat (1991) suggests two dimensions as particularly significant in empowerment: Conversations with Self and Conversations with Settings which in turn have both epistemological and political concerns. Table 3.1 summarizes the key issues that the two approaches to empowerment entail.

Table 3.1 Key Issues in Approaches to Teacher Empowerment (Prawat, 1991)

Context	**Agenda**	
	Epistemological	*Political*
Conversations with Self	reflective thought process as a type of conversation with Self	dealing with unequal power relations i. discovery mode: understanding the situation ii. design: doing something about situation iii. a hybrid of i and ii
Conversations with Settings	reflective transactions with the environment to bring about changes in classroom teaching	i. commitment to the workplace ii.autonomy and control

The Conversations with Self mean the context in which empowerment is to happen. Educators argue that by changing these conversations, hence an epistemological concern, teachers can access more control over their thinking and thus be able to reassess the

"knowledge claims advanced by experts in the field" (Prawat, 1991, p.739). The political dimension of these Conversations with Self has to do with the notion of freedom, the aim being the resolution of the problems that hinder a teacher's personal development.

The Conversations with Settings, focus on the teaching/learning environment, in other words, the workplace. Such conversations, in an epistemological sense, are intended to enable teachers "to look at their world through new conceptual lenses as they converse with the settings" and thus provide "new opportunities for development and change in their classroom teaching" (Prawat, 1991, p. 741), hence a knowledge oriented approach. The political agenda of the Conversations with Settings is less tangible than the epistemological. The commonly accepted aim is providing teachers with "greater control and autonomy in the workplace and in the profession" (Prawat, 1991, p.748). However, how this is to happen given that current decision making lies with the authorities and not with the teachers is a dilemma. In fact, Romanish (1991) argues that teachers' authority "must be assured, not allowed" (p.5). He further points to the dilemma of bringing about teacher empowerment by stating that "For teachers to gain decision making ability, it must be granted or authorized by the present authorities" (p.5). Romanish (1991) brings clarification to the two meanings that empowerment may have: one is in the narrow sense of the teacher's decision making within the confines of the classroom. The other sense in which empowerment can be taken is a broader view assigning the teacher freedom in all aspects of the education system. In brief, Conversations with Self entail self-critique, whilst Conversations with Settings mean institutional critique.

These approaches to empowerment, Conversations with Self and Settings, remind us of whole-person learning (Rogers, 1983). As Rogers (1983) argues this kind of learning includes personal involvement, "the whole person in both feeling and cognitive aspects being in the learning event" and that it is "self-initiated" (p.20). The fact that such learning has to be self-initiated deserves discussion of how that is to happen. Self-initiated does not necessarily mean that the impetus for change comes from the individual. What is important is that despite the fact that the impetus may come from the outside, "the sense of discovery, of reaching out, of grasping and comprehending comes from within" (Rogers, 1983, p.20). This addresses an inherent contradiction in the term empowerment. If teachers are to be empowered, as Sprague (1992) argues "To empower another is, in one sense, to perpetuate dependency" (p.193). Yet, she further claims that 'There is no personal self-empowerment...it is always a social act" (p.194), drawing attention to the fact that teacher education has thus a critical role and has to be reformulated. This thesis builds on the idea that empowerment is social and only when it is social can empowerment be achieved.

There may possibly be three kinds of Conversations with Settings: suggestion involvement, job involvement, and high involvement (Eccles, 1993). In suggestion involvement, employees do not operate without the confirmation of the management. In other words, suggestions have to be accepted by the firm before they can be put into action. The responsibility of the management is to provide the planning, resources and control for action. Job involvement entails involvement in the classroom level. Finally, high involvement is strategic power-sharing.

One of the hypotheses about employee empowerment is that most empowerment programmes stay at the suggestion involvement and job involvement levels hardly ever reaching the stage of high involvement. Another hypothesis is that in organizations, empowerment would have to go through the stages in a hierarchical order: first suggestion involvement, then job and then high which in fact "only occurs at the professional and managerial levels" (Eccles, 1993, p.20).

Is teacher development then no different than teacher empowerment? Are we trying to change the teacher development discourse without resolving the issues that call for attention? Is empowerment the panacea that can in fact resolve all educational ills and miraculously lead to the professionalization of teaching? If this is so, how is empowerment to happen? This study chooses to label the personal and professional development of teachers as teacher empowerment. Taking Prawat's (1991) definition as a basis and starting from a Rogerian point of view (Rogers, 1989) being empowered means to change--to let go of limitations, to activate our full possibilities--personal and professional. Teacher empowerment is a process in which practitioners gain awareness of their personal and professional powers and thus create the capability of using those powers for their own agenda of change. (Gül, 1992). In other words, by building on Conversations with Self--personal development of teachers and Conversations with Settings--professional development, this study argues that we can bring about teacher empowerment which can in turn bring about a shared meaning of educational change. Such an aim however needs to be expressed cautiously; if empowerment is to be achieved both in the personal and professional sense , that is to say, as Conversations with Self and

with Settings, these conversations may be working against the tide in bureaucratic or centralized contexts.

3.8 Summary and Conclusions: Implications for the Turkish Context

As mentioned in the previous chapter, the instrument for change in Turkish higher education, the Higher Education Law of 1981 (HEL) was enacted to restructure higher education to remedy the existing educational problems at the end of 1970s. As mentioned previously HEL has been the subject of both praise and criticism. Recalling the problems in Turkish higher education (See Chapter 2), we can reassess these problems in the light of the literature review of this chapter, the review of received wisdom in Western thought and action and be able to draw some conclusions which can enable us to initiate action in the Turkish context.

First of all, the problems that Turkish higher education is confronted with seem to be in fact no different than what the educational systems in the industrialized world are experiencing. These difficulties seem to arise due to :

1. the bureaucratice structure of the education systems,

2.the "increasing pressure" on the education systems "to do more" with limited resources,

3. insufficient attention being paid to the process of change.

Secondly, the need for systemic change is similar. As an example we can give the need for systemic change as a response to a rapidly changing information age where there is more competition, hence the need for professionalization of teaching. In Turkey, the same need for professionalization is expressed in the most recent and comprehensive review of

higher education prepared for the first time with the cooperation of Turkish Businessmen (TUSIAD) and five professors from various universities in Turkey. According to the report issued by TUSIAD in 1993, the need for professionalization of teaching is urgent. It is argued that it is not the existence of the law-HEL itself on paper that has worsened the situation in universities but the irresponsible application of HEL. The greatest problem of Turkish higher education is reported to be the lack of qualified teachers. Unless this problem is solved, it is claimed that it will not be possible to raise the quality of teachers as the ultimate aim in Turkish higher education is to create a community of people who have the knowledge capacity of universal standards along with the creative ability to put this knowledge into use at the beginning of the 21st century. Recalling the creation of free thought and competence in Turkish Higher Education as the major aim of Turkish education, this is indeed an issue that requires urgent attention.

Thirdly, there seems to be a tension between efforts at centralization and decentralization. The HEL has been criticized by academics and partially by the lay public in terms of its bureaucratic approach which implies a certain sense of powerlessness on the part of the academics. This is also true in the Western context as has become apparent from the argument of this chapter. Teacher empowerment is suggested as a resolution to the tension between centralization and decentralization. Yet, the way empowerment is suggested to happen raises doubts about its feasibility. Teacher empowerment may be particularly difficult in a context where change has always been implemented through power coercive and empirical rational strategies neglecting the use of the normative-re-educative strategies of change except in one case that is to say in the Kemalist reform age.

This study takes up the challenge of enabling teacher empowerment in a context that has been traditionally exposed to the two strategies of change, namely the power coercive and the empirical rational, and aims to investigate the possibility of empowerment as conversations with Self and with Settings.Given the fact that different meanings can persist, then it is crucial that teachers find meaning in change which can only be possible if they own their empowerment. This may be difficult; nevertheless, there may be possible ways that we can explore using the normative-re-educative approach to change. How this may be possible is a separate issue and deserves discussion in its own right, hence the concern of the next chapter.

To sum up, this chapter has analyzed the meaning of educational change in industrialized countries, to conclude that the cornerstone for change is teacher empowerment. It is teacher empowerment as that can only provide a shared meaning of educational change. The next chapter discusses a model that can enable teacher empowerment.

CHAPTER 4

MOVING BEYOND RECEIVED WISDOM

4. 1 Introduction

The previous chapter has investigated the received wisdom in Western thought and action in educational change concluding with implications for the Turkish context. Taking Conversations with Self and Settings as the core of the notion of teacher empowerment, this chapter continues to model response empowerment in Turkish higher education.

The first section of this chapter discusses the theory of planned change which is intended as a means of implementing teacher empowerment using the three strategies of change, namely the power-coercive, the empirical rational and the normative-re-educative. The second section discusses the components of planned change and explores the issues of valid knowledge, deliberate and collaborative relationship, and change agent . The third section presents studies of collaborative action research. The fourth section explains the operation of the proposed model , a collaborative research-based approach to teacher empowerment (CORBATE). The final section is a summary , completing the argument of that this thesis puts forward.

4.2 Theory of Planned Change

Planned change relies on the sociological and psychological disciplines and is " a conscious and deliberate induction process" thereby standing in sharp contrast to impromptu and secondary innovations (Bennis, 1969, p.34) . The change agent in collaboration with the client system attempts to apply operable knowledge to the client's problems. A phenomenal quality of planned change is that , unlike most coercive change programs, the change agent has no formal power over the client system. The four elements that constitute the scope of planned change are:

a) change agent,

b) client system,

c) valid knowledge,

d) deliberate and collaborative relationship.

The *change agent* is usually a behavioral scientist who is called in to help the *client system* and thus ventures to apply *operable knowledge* to the client's problems through a *collaborative relationship* with the client system. In this study, the change agent is the researcher who works as a teacher trainer and has no formal power over the client system, who are the members of the Department of Basic English at a Turkish university (See Chapter 5 for information on the client system). Valid knowledge, in the context of this study, comprises a research-based approach to teacher empowerment. It is believed that collaborative teacher-research can be more fruitful than individual research (Kemmis and McTaggart, 1990a). To sum up, this study argues for the feasibility of teacher empowerment through a collaborative research-based approach to teacher empowerment

(CORBATE). The following section reveals how a model of teacher empowerment can be implemented through within the theory of planned change.

4.2.1 Valid Knowledge: Educating Strategies

In order to bring about Conversations with Self, a change agent would necessarily need to be equipped with certain skills in terms of valid knowledge. This is knowledge of the possible educating strategies in the field of foreign language teaching. The professionalization of teachers in the field of foreign language teaching is discussed under various terms such as teacher education or preparation, training and more recently development. Teacher education or pre-service teacher training usually refers to undergraduate studies while in-service training or development entails the professionalization of teachers following employment. All of these attempts at the professionalization of teachers point to one ultimate goal: to enhance student learning. It is assumed that "learners learn more effectively if taught by teachers who have received special instruction in how to be a teacher" (Stoll, 1992, p.110).

This section discusses various educating strategies with a view to determining which educating strategies may be effective in a collaborative research-based approach to teacher empowerment in foreign language teaching.

4.2.1.1 *Language Teacher Education Programs*

> *Initial teacher education is widely regarded as weak and wrong-headed, reinforcing habits and conditions virtually contrary to continuous individual and collective development*
>
> Fullan (1991, p.293).

The current perspectives in the field of language teacher education are varied. Richards (1990), for instance, emphasizes the need for a balance between a micro or analytical approach that "looks at teaching in terms of its directly observable characteristics" and a macro or holistic approach that " involves making generalizations and inferences that go beyond what can be observed directly in the way of quantifiable classroom procedures." (p.4). Both approaches, as Richards (1990) argues have different benefits to offer; however, they lead trainees in different directions and that is "the dilemma of teacher education" (p.4).

Goldenberg and Gallimore (1991) emphasize the need to move away from "quick-fix" workshops towards a model of teacher education which can provide more "intellectual stimulation" (p.69). Holly and McLoughlin (1989) clarify the issue further: "As teacher preparation developed into professional programs, and continuing education became an expectation for continuing to teach, gradually the term in-service training was replaced by professional development" (p.175).

It is said that many teachers may not go any further to develop themselves after initial training, thinking that they are professionally well-prepared . In fact as Bolitho (1981) reminds us, it is this emphasis on training that leads teachers to believe there is no further need for professional development for they feel qualified after the initial training. Any effort at change has tended to emphasize skills training as the professional development of teachers. Similarly, in Turkey, the emphasis is on pre-service or initial teacher education, with less emphasis on continuing teacher development or in-service teacher training (Karagozoglu, 1993).

The discussion about teacher training versus teacher development has been present in the literature of ELT for the past ten years. It is becoming increasingly clear that practitioners cannot be expected to absorb all the knowledge passed on to them in in-service teacher training courses and workshops: "..they are not just empty vessels waiting to be filled with the knowledge of staff developers" (Stoll, 1992, p.109). We are indeed aware of the need to move away from prescribed workshops which only reflect the views of the teacher trainers (Lanier and Little, 1990).

Another perspective comes from Ellis (1990), who distinguishes between experiential and awareness-raising practices which are, in fact, not mutually exclusive and suggests a framework for dealing with activities, tasks and procedures, an "embryonic taxonomy" of teacher preparation (p.36). Gebhard et al. (1990) propose a multiple-activities approach to teacher education as an alternative to the prescriptive approach which does not enable trainees "to gain the investigative skills they need to make decisions as responsible language teachers" (p.16). Bartlett (1990) advocates teacher development through

reflective teaching which requires a considerable shift in thinking and acting. and emphasizes the fact that "Becoming reflective forces us to ...challenge our espoused personal beliefs about teaching " (p.213).

Reflective teaching is also proposed by Wallace (1991) who casts aside the craft and the applied science models on the grounds that the former is static and that the latter cannot provide a scientific solution to complex professional dilemmas. As a compromise solution, Wallace (1991) proposes the reflective model, which brings to fore the two dimensions of teacher education: "received knowledge" which reflects the scientific aspect of research, and "experiential knowledge" which refers to the professional's ongoing experience, referred to as 'knowing-in-action' by Schön (1991, p. 49).

Bailey (1990) suggests the use of diaries as tools for self-evaluation during preservice preparation. This view is also supported by Porter et al. (1990) who state that the use of diaries can enable "student teachers to develop a professional approach to learning" (p.240). Ur (1992) argues for a theory of action in ELT in which teaching practice followed by reflection and active experimentation can lead to genuine teacher development as the knowledge will be personal and constantly changing, hence the acquisition of a personal learning theory.

In the in-service training program for secondary schools in a European country, Breen et al (1990) describe the three approaches they used as the training team. The first phase was "training as transmission", the second "training as problem solving" and the third as "classroom decision making and investigation" (pp.114-125). They report certain

weaknesses with the first two approaches. The *transmission model* is top-down as "the assumed source of change and development is the expertise of the trainer" (Breen et al., 1990, p.117). In addition, although the trainers' ideas may be welcome by the trainees, such an approach does not guarantee the translation of the newly acquired materials in workshops into the teachers' classrooms. In the *problem solving approach*, despite the fact that certain problems could be solved, the specific problems identified could unfold larger issues to which these are related and prove to be difficult to achieve. The third approach, *classroom decision making and investigation*, on the other hand, allows trainers, teachers and learners to interact and trainers and teachers attempt to discover new ways to enhance classroom learning in order to plan and practice better. This kind of approach is one that makes the trainers dependent on the trainees, which Breen et al. (1990) see as a strength rather than a weakness.

Freeman (1989) attempts to design a model of teaching based on decision making and argues that such a model necessitates four constituents: *knowledge, skills*, *attitude* and *awareness*. Depending on these constituents, Freeman describes "two general strategies for education language teachers" which are *training* and *development* (p.30). The training strategy is based on the mastery of skills, "originates with the trainer and is implemented by the teacher" (p.38). Development on the other hand is "indirect intervention" and works on aspects of teaching that are more complex and "idiosyncratic", thereby aiming to generate change in the teacher by increasing awareness (p.40). Such a strategy is less predictable than training as it derives from the interaction between the trainer and the trainee and has to do with internal processes of development. The trainer or the collaborator in Freeman's terms, works with the trainee to help him/her understand why

the teacher is doing what he/she is doing. Thus, training is developing the knowledge and skills of the teacher, while development helps to improve a teacher's attitude and awareness of teaching.

These views, despite the difference in focus, share a common point: they mark the transition from a training aspect in language teacher education curriculum towards a development aspect, in other words, development through learning. McNergney and Carrier (1981) summarize the aim of teacher education as "encouraging the growth of teachers as persons and as professionals" (p.1).

If "development through learning" is at the heart of "everything that is done in the name of education", then such learning should be the one and only precept in education (Bell and Day, 1991, p.21). This needs to be so if the ultimate aim is to help young people become worthy citizens able to shape the future of the world. This type of learning as becomes apparent from the argument outlined above does not mean learning the materials to be taught in class. It is a significantly different type of learning. Rogers (1983) defines it as experiential learning which " ...has a quality of personal involvement--the whole person in both feeling and cognitive aspects being in the learning event (p.20). He argues that the traditional approach in education leaves no space for the *whole-person learning* to grow. He notes, however, that this is not because the educators are depraved by character, but because they feel inhibited by bureaucratic rules. It becomes apparent that the experiential, whole-person learning implies a change of attitude and behavior. The implication is that this is true not only for teachers but for learners, as well.

The major conclusion that can be drawn from the above discussion is that professional development of the 1990s should entail personal and professional development. However, current practice in language teacher education enhances neither personal development, nor ongoing development. That is to say, language teacher education programs offered in many different contexts do not go beyond the training aspect, that is, the emphasis, in existing school practices, is on equipping the practitioners with the necessary skills to teach; and the practitioners are expected to aim at mastery through prescribed courses of action. Lanier and Little (1990), as a result of their research review on teacher education conclude that "both prospective and practicing teachers maintain low expectations for the professional knowledge aspects of their education" (p.542). This may prevent the wish to continue learning to improve themselves. The lack of extrinsic and intrinsic rewards in the profession of teaching may exacerbate the situation. Goldenberg and Gallimore (1991) summarize the situation: "Current staff development practices are inadequate to effect meaningful changes" (p.69). In most contexts, training is practiced at the cost of development and in very few the two exist together. In view of the above considerations, it becomes difficult, if not impossible to remain optimistic as regards teacher development.

From the above review of educating strategies in foreign language teacher education, training and development, the following can be suggested as the required components of any program aimed at the professionalization of teachers: : *reflective practice, self-evaluation, collegiality, and whole-person learning.*

Reflection is a new rhetoric that has been advanced by Schön (1991), who argues that practitioners need to reflect on their actions to improve their professional practice.

Reflection-on-action seems to be a highly valuable tool in development. *Reflective practice*, therefore, is intended to enable teachers to consider their professional actions and reflect on them, rather than having to rely on their professional studies (Gilliss, 1988). *Self-evaluation* is self-monitoring-- a process by which the individual teacher can assess his or her own weaknesses and strengths both as a person and as a professional. *Collegiality* means that the teachers engage in a professional dialogue with their peers, concerning instructional or personal matters (Grimmet and Crehan, 1992).

4.2.2 Deliberate and Collaborative Relationship

Having established what valid knowledge entails in the field of foreign language teaching, this section continues to explore how a deliberate and collaborative relationship conducive to teacher empowerment may be achieved. This study argues that collaborative action research is particularly appropriate as a means of establishing a deliberate and collaborative relationship between the change agent and the client system because of its characteristics and what it can offer as a normative-re-educative strategy. The first three sections, therefore, examine collaborative action research in terms of its emergence, definition and characteristics, and discuss why collaborative action research may serve as a normative-re-educative strategy of change .The next section turns to a discussion of the possible role of a change agent in establishing a deliberate and collaborative relationship .

4.2.2.1 The Emergence of Action Research

> *Man must participate in his own re-education if he is to be re-educated at all. And re-education is a normative change as well as a cognitive and perceptual change.*
>
> (Lewin, in Chin and Benne, 1976, p.31)

The pioneering work in the field of action research belongs to the American social psychologist, Kurt Lewin. Lewin (1948, in Chin and Benne, 1976) and his students tried to study human relations from a scientific point of view and through their inquiries to improve the quality human relations (Ebbutt, 1985). Lewin argued that action research as a normative-re-educative strategy could integrate "personal re-education and social change into the same process" (Benne, 1976c, p.277). Acting on the assumption that "the world in which we act is the world as we perceive it", Lewin (in Chin and Benne, 1976) claimed that "change in knowledge or changes in beliefs and values orientations" would not result in action unless "changed perceptions of self and situation are achieved" (Benne, 1976c, p.277), a perspective which reminds us of the Conversations with Self and Settings (See Chapter 3).

Action research stands within the broader context of the teacher-as-researcher movement, which was controversial in the 1970s. The type of action research developed by Elliott and Kemmis in the 1970s is called educational action research. The teacher-as-researcher movement became intensified in the 1980s and, in the 1990s,

teacher research is being "hailed by some writers as the major oppositional and emancipatory force in the face of increasing centralized control" (Rudduck, 1991, p.128).As Carr and Kemmis (1991) note, the reawakening of interest in action research came about with the work of the Ford Teaching Project (1973-1976) with the direction of John Elliott and Clem Adelman based on the key concept of Lawrence Stenhouse's "self-monitoring teacher" (p.166).We thus understand that action research is "becoming increasingly significant in language education" (Nunan, 1992, p.16).

Stuart (1991) reports that, in the last two decades, the action research movement has spread in the U.K. (for example CARN--Collaborative Action Research Network), in Europe (for example Letiche, in France) and in Australia (Carr and Kemmis, 1991; Kemmis and McTaggart, 1990). Grundy and Kemmis(1990) inform us of the state of the art in action research stating that Australian action research is "emerging as distinct from its counterparts in Britain, continental Europe and the United States of America" (p.321). Australian action research shares features with Continental European action research in that both have a critical perspective; whilst British action research, despite its "participatory and collaborative style", is "less strategically-oriented and probably less politically aware" (Grundy and Kemmis, 1990, p.321). Despite the widespread use of action research in Europe and Australia, there is less application of action research in developing countries (Stuart, 1991, p.129).

The scope of action research is impressive in that it may be used by a teacher to experiment with novel ways of teaching and yet again by a large research team to investigate organizational change in industry (Cohen and Manion, 1990). In fact, as

Calhoun (1993) notes, educational action research is "disciplined inquiry (research) in the context of focused efforts to improve the quality of an organization and its performance (action)" (p. 62). Today, action research is claimed to be a powerful means of improvement both for the practice and the health of an organization.

This is particularly true when action research is undertaken collaboratively. In other words, collaborative action research is the kind of educational action research that is currently encouraged in educational contexts. Clift et al (1990) for instance, outline its features as "its group orientation, focus on practical problems of individual teachers or schools, emphasis on professional development, and construction of an environment that provides time and support for teachers and university staff to work together" (p.53).

4.2.2.2 Definition and Characteristics of Action Research

Action research has been defined in various ways. A concise but general definition is provided by Cohen and Manion (1990) as follows: "Action research is a small-scale intervention in the functioning of the real world and a close examination of the effects of such intervention" (p.217). In other words, it involves research in a program of planned change. This definition of action research has much in common with other definitions which focus on the aspect of change as deliberate or planned . Carr and Kemmis (1991) argue for action research as a critical educational science and state that action research adopts "a view of truth and action as socially-constructed and historically embedded" (p.182). This view of truth is achieved when practitioners begin with investigating practices and understandings in one situation and end with understanding other situations

having transformed their practices. Similarly, Nunan (1992) emphasizes the aim of action research as changing practices.

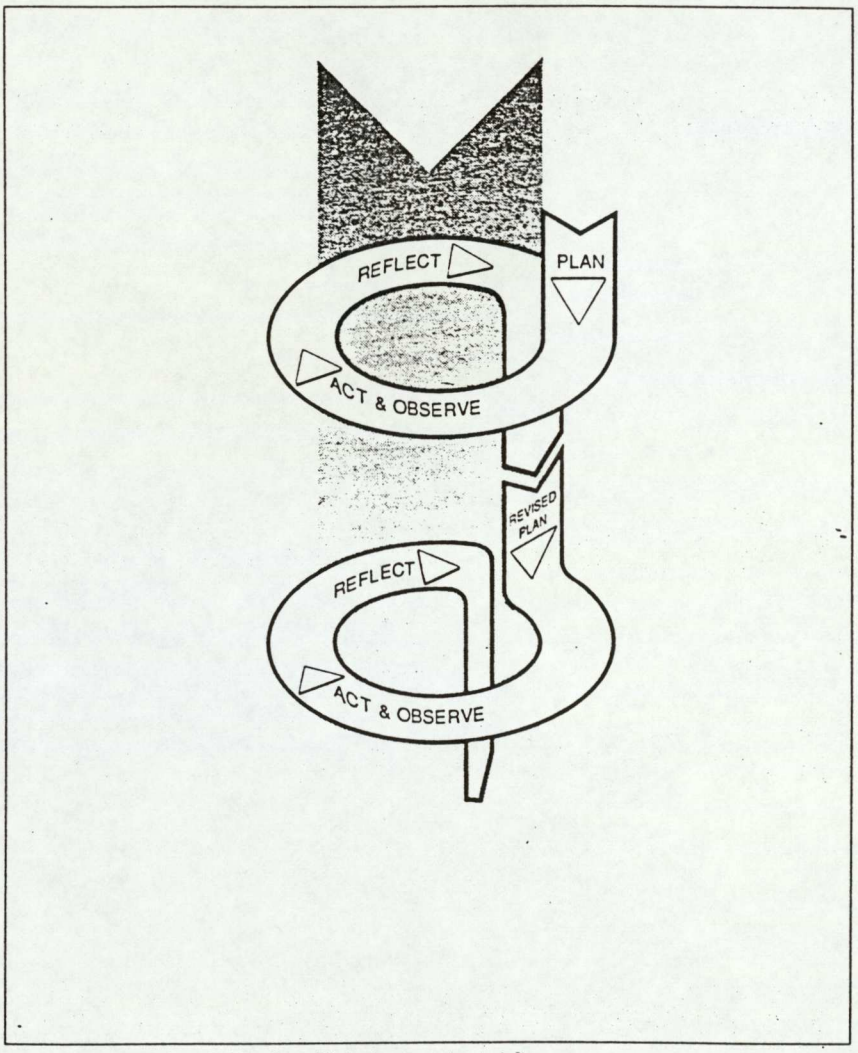
Action research is particularly a powerful means of advancing knowledge in higher education. As Zuber-Skerritt (1992) argues, it is an "effective and immediate way of improving higher education learning and teaching practice (p.15). The essential characteristics of action research are summed up in the acronym CRASP : Action research promotes a **C**ritical Attitude, **R**esearch into teaching, **A**ccountability, **S**elf-evaluation and **P**rofessionalism (Zuber-Skerritt, 1992, p.15).

Figure 4.1 makes explicit the four phases or "moments" in action research which are planning, action, observation and reflection (Kemmis and McTaggart, 1990, p. 23). Action refers to "deliberate and controlled" action and "is guided by planning in the sense that it looks back to planning for its rationale" (Kemmis and McTaggart, 1990, p.12). It is at the observation stage that the effects of "critically informed action" are documented (ibid, p.12). The reflection phase allows "to make sense of processes, problems, issues andconstraints made manifest in strategic action" (ibid, p.13). With the conscious development of new knowledge, "its implementation in concrete action will reach a stage where it becomes once more spontaneous, intuitive action" (Ebbutt, 1985, p.243).

These four moments of action research make up a dynamic process with propositions developing into "a critical perspective on the practice and on education itself" including issues such as how student learning, curriculum, school organization, teaching and learning and assessment "create meanings for students" (ibid, p.15). Action research not

only renders some tacit professional knowledge but it also helps to replenish the store available to the practitioner" (Elliott, 1985, p.243).

Figure 4.1 The Action Research Spiral (Kemmis and McTaggart, 1990, p.11).



A single loop of action entailing planning, acting, observing and reflecting is usually considered as a beginning. The improvement of practice necessitates several loops at the end of which an effective understanding and critique of the particular context under investigation can be reached. If the new loops of planning, acting, observing and reflecting are not applied on the basis of what is learned in previous investigation, then this becomes

what Grundy and Kemmis call (1990) "arrested action research" which is no different that problem solving (p.323). Grundy and Kemmis (1990) further formulate the moments of action research as follows:

Figure 4.2 The Moments of Action Research (Grundy and Kemmis, 1990, p.324)

	Reconstructive	**Constructive**
Discourse (among participants)	**4 Reflect** Retrospective on observation	**1 Plan** Prospective to Action
Practice (in the social context)	**3 Observe** Prospective for reflection	**2 Act** Retrospective guidance from planning

As can be seen in Figure 4.2, the plan that is constructed is prospective to action in other words it is "forward looking" and action is" retrospectively guided by planning in the sense that it looks back to planning for its rationale" (Grundy and Kemmis, 1990, p.324). Observation serves to document the results of action and provides a strong basis for self-reflection. Coupled with reflection, observation can lead to better understanding and improvement of practice. Grundy and Kemmis (1990) point to the dynamic interaction of the four moments of action research, concluding that "As this dynamic works itself out in the life of the action research process, improvements in practice and understanding occur concomitantly" (p.324).

4.2.2.3 Action Research as a Normative-Re-educative Strategy of Change

What, then, are the characteristics of action research that make it appropriate for use as a normative-re-educative strategy of planned change? First of all, as mentioned above, action research aims to bring about planned change. This is done by establishing "self-critical communities of people participating and collaborating in all phases of the research process" (Kemmis and McTaggart, 1990, p. 23). Cohen and Manion (1990) note the main rationale for using action research with the school context as the "improvement of practice" (p.224). They argue that such improvement can result from group pressure, in other words, collaborative action research. It is this collaborative nature that makes action research "a deliberately a social process" involving "groups committed not only to understanding the world but also to changing it" (Carr and Kemmis, 1991, p.186). These are self-critical communities for these people are committed to investigating " the relationship between circumstance, action and consequence in their own situation", and "emancipating themselves from the institutional and personal constraints which limit their power to live their own legitimate educational and social values" (Kemmis and McTaggart, 1990, p. 23). The critical community of action researchers pursue practical improvements in their work within the given socio-political constraints, acting as critical and self-critical change agents of those constraints", changing their environment and are and themselves in the process (Zuber-Skerritt, 1992, p.14).

Carr and Kemmis (1991) note that action research is undertaken to improve "educational practices, understandings and situations", and that action research adopts a view of truth and action that is "socially constructed and historically embedded" as action researchers aim to understand the past and attempt to "transform the present to produce a different

future" (Carr and Kemmis, 1991, p.183). The beginning for action researchers is one set of practices and understandings, through constant reflection and action, they transform the present and end with different practices and understandings. During this process, some elements will have been taken up, some dropped and new ones added.

A second reason why action research is a powerful normative-re-educative strategy is that it focuses on what may be considered "as problematic in terms of practice" (Nunan, 1988, p.19). Working on problems serves as a professional development function for these are problems that are associated with teachers own workplaces. In fact, the action research cycle starts with the identification of a problem or puzzle (Nunan, 1989). The various stages of action research are as follows:

1. Problem Identification
2. Preliminary Discussions and Negotiations
3. Review of Research Literature
4. Redefinition of Problem
5. Selection of Research Procedures
6. Implementation
7. Evaluation of Data

These steps are not static; each step involves critical decision making, reflection and planning. At the end of one cycle comprised of the above steps. the cycle of the four moments starts again with planning (Cohen and Manion, 1990; Kemmis and McTaggart, 1990; Nunan, 1992).

A third reason why action research is appropriate as a normative-re-educative strategy of change is that it can help form a bridge between theory and practice (Cohen and Manion, 1990; Kemmis and McTaggart, 1990; Zuber-Skerritt, 1992). This bridging can be conceptualized at two levels. First of all, action researchers may be informed of theory prior to any action; that is to say theory guides immediate practice. Practice can also guide theory, which means that the research done by action researchers can provide "the opportunity to develop theoretical knowledge" (Cohen and Manion, 1990, p.219).

A fourth reason is that action research is emancipatory. In fact, there are two developmental stages that practitioners need to go through in order to reach the final stage which is the emancipatory stage: technical and practical. Figure 4.3 explicates this developmental process culminating in emancipation. In the *technical* phase, the outside expert offers knowledge and expertise to help solve the problems of practitioners. In this relationship, practitioners are dependent on the expert. In the *practical* phase, the facilitator plays a Socratic role "encouraging participation and self-reflection" (Zuber-Skerritt, 1992, p.12). In the *emancipatory* phase, the responsibility for "emancipation from the dictates of tradition, self-deception" and "coercion" is shared by the facilitator and practitioners (ibid, p.12.) This is the stage where practitioners critique bureaucratic systematization and attempt to transform the educational system. The practitioners experience this critiquing process together with the facilitator and the relationship is by no means "hierarchical; rather, all people concerned are equal 'participants' contributing to the enquiry" (Zuber-Skerritt, 1992, p.12).

The emancipatory nature of action research can provide a means "by which teachers can organize themselves as communities of inquirers, organizing their own enlightenment" (Carr and Kemmis, 1991, p.221). While pursuing their own development, teachers can simultaneously develop the education of their students.

Figure 4.3 Developmental Stages of Action Research (Zuber-Skerritt, 1992, p.12)

Type of action research	*Aims*	*Facilitator's role*	*Relationship between facilitator and participants*
1. Technical	Effectiveness/ efficiency of educational practice Professional development	Outside 'expert'	Co-option (of practitioners who depend on facilitator)
2. Practical	As (1) above Practitioners' understanding Transformation of their consciousness	Socratic role, encouraging participation and self-reflection	Co-operation (process consultancy)
3. Emancipatory	As (2) above Participants' emancipation from the dictates of tradition, self-deception, coercion Their critique of bureaucratic systematisation Transformation of the organisation and of the educational system	Process moderator (responsibility shared equally by participants)	Collaboration

To summarize, it can be argued that action research has four distinctive features:

1. It is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers,

2. It is concerned with solving a problem within a specific context,

3. It aims at change: those affected by planned changes have the primary responsibility for deciding on courses of critically informed action which seem likely to lead to improvement,

4. It is collaborative, which means that practitioners may be working as teams,

5. It is self-evaluative which allows modifications to be made within the ongoing situation,

6. It is emancipatory.

To sum up, if our aim is bringing about planned educational change through the use of all change strategies taking the normative-re-educative as the starting point, collaborative action research seems to be a powerful means of achieving this aim. This is particularly appropriate for Turkish higher education that aims to raise free thinking individuals loyal to their country.

4.2.3 Role of the Change Agent

The previous section has proposed collaborative action research as a means for establishing a deliberate and collaborative relationship. This section completes the argument of establishing this relationship in terms of the change agent's contribution, discussing what skills that would necessarily entail.

Whitaker (1993) defines "an effective change agent" as "..one who in the process of promoting and supporting professional change is able to recognize and understand the complex processes of personal adaptation that inevitably accompany it" (p.45). The change agent needs to have some knowledge of developmental psychology to integrate the personal and the professional development issues in the process of change. Knowledge of developmental psychology may include insights from various clinical and humanistic methodologies such as Rogerian counselling, Gestalt therapy and transactional analysis

(Benne, 1976b). Such methodologies aim to "involve individuals in clarifying their self-concepts and self-images and in more fully understanding and affirming themselves as selves" (Benne, 1976b, pp. 71-72).

Bennis (1969) further draws attention to the two skills that are required of a change agent in facilitating social change: collaboration and interpersonal skills. The reason as Bennis (1969) put it is that "...any significant change in human organization involves a rearrangement of patterns of power, association, status, skills, and values" (p.51). The individuals involved in the change will have different reactions, some will feel threatened, other will be pleased. Whatever the case, the greatest help to the individuals will be the support of the change agent.

Similarly, Murphy (1991), asserts that change agents involved in the restructuring of schools, need to be trained in undertaking and being able to successfully perform new roles and responsibilities. These new responsibilities may require "process skills" which are essential to carry out exercise the new functions, for example, "strategies for conflict resolution, and group process skills" (Murphy, 1991, p. 91).

Within the theory of planned change, it is asserted that a change agent needs to learn "to intervene mutually and collaboratively along with the client into efforts to define and solve the client's problem(s)" (Bennis, 1976a, p.32). In fact, it is this mutual relationship that initiates the process of re-education of the client. In such a relationship, the attitudes and values of the client are given as much consideration as the technical aspects of the client's problems.

We have empirical evidence of the necessity for similar skills for change agents in Turkish higher education. Basaran (1990) for example, in her study with teachers in a higher education institution, found that in a collaborative professional model of development , the trainees expect the supervisors to work "in an unthreatening relationship, providing "psychological ..as well as professional assistance and support" (p. 52).

The role of the change agent necessarily brings to mind the issues of power and control. Traditional organizational structures have emphasized an external locus of control, thus "inhibiting the full flowering of human capacity in both pupils and teachers" (Whitaker, 1993, p.80). If this is true, then we may accept the "inevitability of the alienating and overtly bureaucratic organization" to the extent that we would" expect to find ourselves inhibited and sometimes oppressed by the structures of control and coercion" (Whitaker, 1993, p.81). One of the challenges to the change agent, then is help to contribute to a shift of leadership, hence power and control.

The role of the change agent, then, in establishing a deliberate and collaborative relationship is crucial. In cooperation with the client system, the change agent helps to identify problems, guide the clients towards collaboratively determined solutions and provide support for maintaining these processes. This is in fact no different than a "cooperative, action-research based model of changing" (Benne, 1976a, p.34).

4.3 Studies of Collaborative Action Research

This section provides examples of collaborative action research projects or studies conducted in different contexts and in different disciplines. Such a survey is the final step in modelling the operation of CORBATE.

Wals (1994) informs us of "The Action Research & Community Problem-solving (AR&CPS) model" designed for environmental education at the University of Michigan in collaboration with Deakin University, Australia (p.163). The process was planned by the Detroit Board of Education to be tried out at Pistons Middle School. With a social studies teacher assigned by the principal of the school, other teachers were also involved. Following a series of workshops conducted by outside facilitators, the teachers and students at Pistons Middle School started their action research project deciding on a community walk. This was how they gathered ideas for investigation. Each topic was reformulated as action researchers observed and collected more data. Wals (1994) emphasizes the aim of the AR&CPS as student empowerment and argues that "Students' verbal statements and written journal entries do suggest that there are feelings of empowerment among most (not all) of the students that participated in the project" (p.180).

Another research project comes from the University of East Anglia, conducted during two school terms in a middle school initiated by a teacher to investigate the problem of bullying among students. Data were collected through interviews and discussions between students, observational data and case studies of individual students .Arnold (1994) draws attention to the fact that collaborative action research can enable "co-ownership of a

research program including a commitment to the possibility of change in the light of results" (p.192).

Friesen (1994) reports an action research project involving a collaborative relationship between the researcher who was the faculty advisor, and two interns. The researcher investigated the pedagogical relationships during a sixteen-week undergraduate teaching internship. Friesen (1994) concludes that action research provided interns with a better and "deeper understanding of teaching and of themselves as teachers" (p.257).

Johnson (1993) reports the project of a collaborative teacher-researcher group funded and supported by Fairfax County Public Schools. Her impressions are as follows: "a camaraderie that teachers rarely experience..,collaborative reflective practice..learning from colleagues.." , similar to "Executives... meeting in groups and subgroups to explore ways to cut waste and improve productivity" (p.66).

Bennett (1993) surveyed 90 graduate students from fourteen different school districts in varying stages of completing their research requirements. The results of the study infdicated that teachers' attitudes toward research changed as a result of knowing, understanding, and using research methods. She cautions however that, if teacher-researchers are to contribute to educational change, support from the school and district is essential for them to maintain their new roles.

Sagor (1991) informs us of the Project LEARN (League of Educational Action Researchers in the Northwest) which has resulted from the cooperation of Washington

State University and the faculties of fifty schools in Washington. The aim of the project is to enhance the professional lives of teachers who work with "a critical friend" who has the responsibility of assisting the teacher towards goals set (Sagor, 1991, p.6). The teachers receive a two-day workshop before embarking on the project. In the first-cycle experience with action research, math teachers collaboratively investigated the role of writing in the development of computational skills. The findings indicated that writing did make a significant difference in the acquisition of concepts. Project LEARN is in progress and the teachers involved maintain that "they don't ever want to give up the search for a better mousetrap" (Sagor, 1991, p.7).

One piece of empirical evidence comes from the African context. Stuart (1991) reports the findings of a "small-scale classroom action research project" with five self-selected teachers whom she worked with intensively over a period of one year (p.127). As a result of this research project, it is reported that the teachers were able to try particular appropriate pedadogies in their own contexts and develop skills that would seem "relatively long-lasting" (p.151). She does caution however, that although this research project could have wider implications, it did require intensive use of the researcher's time and the integration of such a project on a school-wide basis remains to be resolved.

Grundy and Kemmis (1990) inform us of a multitude of reports of action research projects in Australia documented in teachers' newsletters and journals, in reports by funding agencies and in first hand account of teachers and students who have been involved in action research projects; for example the *Access Skills* Project in the Victorian Department. Another example is the study done by Salztgaver (1980 cited in Grundy and

Kemmis, 1990) who investigated the relations between facilitators and practitioners involved in action research. Her findings indicate that there is "institutionalized separation between the two groups" and that more research is needed to reveal the politics of action research in educational systems (Grundy and Kemmis, 1990, p.333).

Further evidence from the Australian school of action research is again reported by Zuber-Skerritt (1992). An account is given of the project initiated to develop the learning skills in the school of modern Asian Studies (MAS) at Griffith University where the researcher worked as a staff development consultant. Zuber-Skerritt (1992) reports a repertory grid study that he conducted with seven action researchers involved in the MAS Project to investigate their personal constructs of professional development. The researcher finds the result significant as they reveal that "action research is considered by the action researchers themselves to be the most effective method of professional development" (Zuber-Skerritt, 1992, p.67).

From this survey of studies in action research in different contexts and different disciplines, we can claim that there is a strong evidence basis for employing action research as an effective means of teacher empowerment. In fact, Grundy and Kemmis (1990) argue that "action research is indeed empowering for collaborative groups" (p.333). However, they do point to the need for further research to investigate "the development of collaborative decision-making among action researchers and with whom they work" (Grundy and Kemmis, 1990, p.333).

4.4 A Collaborative Research Based Approach to Teacher Empowerment (CORBATE)

This chapter has argued for the normative-re-educative strategy along with the use of the other two strategies for successful implementation of educational change establishing a model of empowerment within the context of the theory of planned change. The components of the theory of planned change, namely, a *change agent*, *client system*, *valid knowledge* and a *deliberate and collaborative relationship* have been thus far discussed. The previous sections have also provided the rationale for using collaborative action research as a means for bringing about teacher empowerment. This section wraps up the argument of the thesis, a *collaborative research based approach to empowerment* (CORBATE).

CORBATE is a model in which a change agents works with self-selected members of the client system, forming a group with practitioners who are to engage in collaborative action research. Within such a framework, CORBATE is intended to bring about teacher empowerment through Conversations with Self and Settings as discussed in Chapter 3.

If teacher empowerment has to do with being able to create change, then this would necessarily entail two major issues: knowing what to change and how to bring about this intended change. In other words, the content of the change, and the methodology for the implementation of change will be the two major concerns in a collaborative research based approach to teacher empowerment.

As regards the content of change, within the context of action research, CORBATE is intended to address any issue that action researchers involved in the study may wish to pursue. That is to say, the action researchers will determine the content of the change as is advocated in action research--an area that they may conceive of as problematic. As for the methodology of change, the action research spiral cycles and steps will be followed at regular meetings with the action researchers who will be introduced to the concept of action research by the change agent.

It should be noted that there may be issues unforeseen at the start. As Grundy and Kemmis (1990) note,

> *..action is not completely controlled by plans. It is essentially risky. It takes place in real time and encounters real social and material constraints. Action is also retrospectively bound by prior practice, but prior practice also has only a tentative grasp on the realities of the present. Action is thus fluid and dynamic* (p.324).

In addition to the dynamic nature of action, collaboration among self-selected members may bring unpredictable elements to CORBATE which can only be discussed at the end of the research endeavor.

As there is scant empirical evidence about how the empowerment process operates in the field of foreign language teaching, such a process cannot be hypothesized. The direction that this study will take in terms of Conversations with Self and Conversations with

Settings cannot be predicted at the start. Both types of conversations can only be determined by the interaction of the participants, the change agent and other social actors that may be directly or indirectly involved in the study, for example, colleagues working in the institution and the administrators of the department.

A essential issue and concern in the implementation of CORBATE is related to the conversations with settings. If teachers are to be empowered, then how will this change be accepted by the administrators with whom teachers have to interact? In other words, can this model of teacher empowerment lead to acceptance and become a reality within the school?

This is one of the challenges that the study intends to meet. Yet, it should be noted that the change agent can only intervene to the extent that this is expected and requested by the client system. Such a course of action for the change agent is essential if one is to undertake true ethnographic research . As mentioned in the Introduction, this study takes an ethnographic approach to the study of the process of empowerment, hence the concern of the next chapter.

4.5 Summary

This chapter has discussed the theory of planned change, examining the issues of valid knowledge, deliberate and collaborative relationship, and change agent. In the light of this examination, a collaborative research based approach to teacher empowerment **(CORBATE)** has been proposed. Empirical evidence has been given to support the claim for collaborative action research. This chapter has also argued for collaborative action research as a normative-re-educative strategy of change, explicating the operation of CORBATE.

spiritual well-being of the Republic of Turkey, and to ensure that it attains the standards of contemporary civilization, as a full and honorable member of the world family of nations" (Ministry of National Education, Youth and Sports, 1986, p.16).

National development in a country that had lived under religious rule for over 600 years could only be accomplished by radical social reforms entailing changes in family, status of women, dress and civil codes and education. Admittedly, for all these reforms to be successful, one essential step had to be taken: secularization. For this reason, Ataturk had the Grand National Assembly abolish the Sultanate and the Caliphate in 1923 and the Shariah (religious rule) was replaced with civil, trade and criminal codes (Karal, 1967).

As education was meant to be the driving force of national development, major changes in education were instituted. The first step was the secularization and unification of education. The National Act of 1924 was a major operation in the history of education towards the establishment of a homogeneous society through education. This act also made primary education compulsory. Despite the protest of the clergymen, Ataturk stood firm in his convictions and declared that the medreses would not be reopened for the nation had to develop her own identity and culture (Serdarlar and Cetinkanat, 1970).

The two major moves that contributed to the development of this new Turkish identity and culture were the expansion of public education and the purification of the Turkish language which had long suffered the invasion of Arabic and Persian. Following the adoption of the Latin alphabet in 1928, a literacy campaign was started as a result of which the literacy rate increased and national schools were opened all over the country.

Between 1923 and 1933, the number of students rose from 358,000 to 656,000. The number of female students in the same period rose from 64,000 to 222,000 (Baydar, 1973;Villalta, 1979). In addition, in 1932, the Turkish Language Society was set up with a view to translating the literary works including the Koran into the new Turkish language and to encourage research in Turkish language. Consequently, more people could read literature, including the Koran which had traditionally been taught in Arabic (Baydar, 1973; Serdarlar and Cetinkanat, 1973).

What can be considered as the first major reform in higher education was the abolition of the *Darulfunun* and the establishment of a new higher education institution called *Istanbul Universitesi* (Istanbul University) in 1933 . The three reasons for this first major restructuring move were said to be a) the lack of coordination among the faculties and various departments of *Darulfunun*; b) the rather negligent attitude of the staff to their instructional duties because of their various commitments outside the university with the resulting scarcity of research publications and c) the biased attitude of the administrators in the appointment of new staff (Baydar, 1973; Bursalioglu, 1990; HEC, 1991). In an age when European universities were preoccupied with changing their management structures to meet the demands of their changing society, Darulfunun was lagging behind any contemporary and scientific form of higher education because of a lack of "collegial traditions and scholarly practices" (Gedikoglu, 1995, p.2).

The aim of this first university reform which "marked the beginning of the modern university era in Turkey" was to adopt a contemporary Western model of higher education in order raise the quality of teaching and learning and research (Guruz, 1988, p.7). To this

CHAPTER 5

RESEARCH METHODOLOGY

5.1 Introduction

This chapter discusses the research design of this study. Firstly, the context of the study is described. Secondly, a theoretical discussion of the approach to data analysis is presented. Thirdly, ethnographic research design is discussed. Next, the research techniques including data collection and analysis are presented. The fifth section discusses the procedure of the study, the data collection and analysis procedures used. Then follows a discussion on textual construction and the interactive model of analysis. The final section summarizes the theoretical research issues discussed and procedures used in this study in terms of data collection and analysis to prepare for the presentation of the analysis of data in Chapter 6.

5.2 Context of the Study

The context of the study is the Middle East Technical University (METU), the Department of Basic English (DBE). Established in 1956, METU one of the few English medium universities in Turkey. METU seeks to "provide a high quality advanced education in the scientific, technical and professional fields" and it is the responsibility of the staff "to provide quality teaching" (METU Graduate Catalog, 1991, pp. 4-5).

The aim of the DBE is to ensure that the students who are newly-accepted to the university reach the English Language proficiency level required to pursue their higher-level studies. There are two hundred members of staff working at the department, with three thousand students enrolling every year and instruction provided at all levels, four to six hours per day.

The members of the Administration are the Director , the Chairperson, and four coordinators. The director is responsible for vertical channels of communication while the chairperson is responsible for the coordination of academic affairs ranging from the selection of textbooks to student placement and testing with the help of three academic coordinators who ensure the day-to-day running of the program. The fourth coordinator is the student affairs coordinator. The remaining members of the Administration are the five testers who design tests, each for their own group. All of the members of the administration are members of staff who are assigned by the director and stay in office for a period of three years.

According to the Higher Education Law (HEL), the staff of DBE are considered as Ancillary staff who

> *... carry out the duties assigned by authorized organs, working in specific areas of instruction and education, research and application besides participating in activities requiring special knowledge and specialization and in training and education planning*
>
> (HEL, art. 31, p. 20)

The staff of DBE are also subject to Article 33, which is about Foreign Language Instructors, Specialists, Translators and Educational Planners:

> *Foreign Language Instructors are teachers who are assigned to teach foreign languages, translate texts written in ancient languages and perform other supplementary instructional duties for specific periods of time* (HEL, p. 21)

The instructional duties of the staff are 4-hour daily instruction, carrying out a curriculum that is determined by the Chairperson and the coordinators, and marking tests that are given monthly or weekly. Everything in the department is centralized.

The training unit consists of 4 teacher trainers who have teaching experiences of over 10 years. Two of these trainers are responsible for the delivery of the RSA DOTE courses whereas the other two direct and deliver the in-service teacher training program. The other two trainers, one of whom was the researcher, design, run and deliver the weekly workshops. The researcher has also been responsible for the organization of the METU ELT Convention 1990, 1991 and 1992, in cooperation with the other inservice teacher trainer.

As for the training of the new staff, following employment, these teachers are required to attend a two-week induction program called the orientation program and delivered by the training unit . The new staff are then tutored individually by the trainers and observed at least three times prior to official observation by a member of the administration. The staff,

once employed, are not required to attend any in-service training programs; they may do so on their own wish.

There are several options offered as regards in-service training at the Department. First of all, some teachers may be granted short-term scholarships from the British Council or the United States Information Service. Another option is one mentioned earlier , the two-year RSA DOTE course at the end of which qualified participants earn a diploma from the Royal Society of Arts, University of Cambridge, United Kingdom. A third option is that each year two teachers from the staff are chosen to attend the MA TEFL Program at Bilkent University, a one-year masters program in the teaching of English as a Foreign Language. Finally, teachers can attend the workshops at the department or in other contexts. These, then, are the various possible options that the staff of DBE have at their disposal in order to update their knowledge in the teaching of English as a Foreign Language.

5.3 Approach of the Study

This section discusses the research approach of the study. To begin with, an examination of the theoretical work and assumptions underlying the research approach will be presented.

What is the truth and how do you know it when you have it? How do we really know anything? .....Is reality basically changing, or is it fixed and permanent?....When it's said that something means something, what's meant by that?"

Pirsig (1974, p.130)

By definition, methodology is "the way in which we approach problems and seek answers" (Taylor and Bogdan, 1984, p.1). The implication is that the method that we choose will "determine" what we see for "each method charts a different route and reveals different relationships" (Kidder, 1981, p.4). Maslow (1968) directs our attention to the achievement of scientific objectivity when its objects were distant from human aspirations, hopes and wishes. It is easy to stay detached when studying the nature of rocks or electrical currents. In other words, it is easy to take the laissez faire attitude with chemicals or metals. A good question is what happens when we move into the social realm, that is to say, what happens when we try to be objective about our values and our very selves? We are no longer the laissez faire, impersonal, and uninvolved. When the individual is the source of the study, the individual is different from things as an object of knowledge.

It becomes apparent that the correct choice of a research method means understanding what it is that we are trying to uncover. Are we after truth? Then again what is truth as Pirsig (1974) so rightly questions? If our purposes are to uncover reality by trying "to

understand people from their own frame of reference" (Taylor and Bogdan, 1984, p.13), then the scientific or the rationalistic paradigm, which has been the dominant mode of research in the field of education (Cohen and Manion, 1990), does not seem suitable for our purposes.

The purpose of the rationalistic method is to explain causal relationships--*Erklaren* as Wilhelm Dilthey established in the 1890s, emphasizing "empirical quantifiable observations which lend themselves to analyses by means of mathematical tools" (Husen, 1988, p.17). The humanistic approach, on the other hand, aims at understanding events--*Verstehen*, emphasizing "holistic and qualitative information" thereby becoming a more "interpretative" approach (Husen, 1988, p.17).

As mentioned in the Introduction, this study has opted for a qualitative approach for three reasons. The first one is that a qualitative approach enables us to understand the meanings of events as actors view from their own perspectives. A second reason is that such an approach can enable us to develop understanding from data collected. Finally, such an approach is naturalistic and can enable the researcher to interact with the informants in their natural context (Cohen and Manion, 1990; Guba and Lincoln, 1982; Husen, 1988; Miles and Huberman, 1994; Taylor and Bogdan, 1984).

5.4 Ethnographic Research

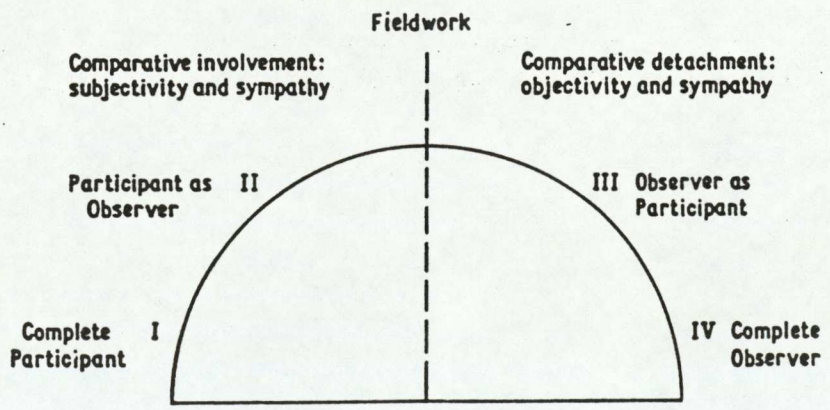
One form of naturalistic enquiry is ethnography and it is a qualitative method in which the ethnographer or the investigator

> *participates overtly or covertly, in people's daily lives for an extended period of time, watching what happens, listening to what is said, asking questions; in fact collecting whatever data are available to throw light on the issues with which he or she is concerned*
>
> Hammersley and Atkinson (1992, p.2).

The ethnographer acts as a participant observer, which means being in the research situation in four possible roles: complete participant, participant-as-observer, observer-as-participant, and complete observer. Hammersley and Atkinson (1992) distinguish between these roles as follows:

Figure 5.1 Theoretical Social Roles for Fieldwork

(Hammersley and Atkinson, 1992, p. 93)



In the role of the complete participant, the ethnographer's work is done covertly. The researcher may already be a member of the organization under study. At the other extreme, the complete observer does not have any contact with the members of the organization. Most research however, entails a middle road. The aim is to be able to collect different kinds of data by exploiting different roles within the setting.

5.4.1 Stages of Ethnographic Research

An ethnographic study is difficult to plan as the purpose is to develop theory; that is to say it is full of the unexpected. In addition, the research is carried out in a setting over which one has little power (Hammersley and Atkinson, 1992). However, as this study is carried out in a context considerably well-known to the researcher, the starting point is considerably stronger and is a more clearly defined setting than what would be in most ethnographic research.

Most ethnographic research proceeds through the following stages: *foreshadowed problems, the development of the research problems, selecting settings and cases, and sampling within the case.* The research design of this study follows this model proposed by Hammersley and Atkinson (1992).

5.4.1.1 *Foreshadowed Problems*

> *Preconceived ideas are pernicious in any scientific work, foreshadowed problems are the main endowment of a scientific thinker, and these problems are first revealed to the observer by his theoretical studies*
>
> Malinowski (1922, in Hammersley and Atkinson, 1992, p.29).

An ethnographic study starts with a foreshadowed problem as most ethnographic research aims at developing rather than testing theory. Developing theory implies description of social events or the everyday life of the actors in a natural context (Hammersley and Atkinson, 1992; Wolcott, 1994).

The foreshadowed problem in this study is the process of teacher of empowerment . As mentioned previously, teachers, as implementers of change, may interpret the meaning of educational change differently than do adopters. As of yet we do not have a completely clear picture of how teacher empowerment may be implemented.

However, as is advised in ethnography, the first reasonable step is to investigate "the components and implications" of the foreshadowed problem "with the help of whatever ..literature is available" (Hammersley and Atkinson, 1992, p, 32). This study, following a literature survey has designed the model, CORBATE, to guide the fieldwork.

5.4.1.2 *Development of Research Problems*

This is turning the foreshadowed problem "into a set of questions to which a theoretical answer can be given" (Hammersley and Atkinson, 1992, p.32). Building on the foreshadowed problem, it is hypothesized that a collaborative research-based approach can enable teachers to become empowered. If we are to describe a process, than it seems reasonable to search for events or activities which may lead to competencies that can bring about teacher empowerment in terms of Conversations with Self and Conversations with Settings.

The following are the resulting research questions:

1. What competencies do teachers need in Conversations with Self in order to be able to decide on what knowledge and values are beneficial for them?

2. What competencies do teachers need in Conversations with Self in order to be able to voice their own opinions in dealing with unequal power relationships?

3. What competencies do teachers need in Conversations with Settings in order to understand and interpret their teaching situation?

4. What competencies do teachers need in Conversations with Settings in order to take action to change their teaching situation?

5. What resources and support do teachers need in Conversations with Settings in terms of the power relationships within the organization in order to be able to change their teaching situation?

6. What is the role of the change agent in facilitating the competencies required in Conversations with Self and Settings?

5.4.1.3 *Selecting Settings and Cases*

It is worth mentioning the difference between settings and cases, a distinction frequently misunderstood. A setting is a "..named context in which phenomena occur that might be studied from a number of angles" ; however, " a case is those phenomena seen from one particular theoretical angle" (Hammersley and Atkinson, 1992, p.43). In this study, the setting is the DBE, and the cases are individual teachers. It is not possible to determine the number of cases that will be selected in the setting as teachers will join or drop out of the collaborative action research project according to their own will.

5.4.1.4 *Sampling Within the Case*

A criticism often raised against ethnographic research concerns the representativeness of the findings when a single case or a small number of cases is studied. Although this may be a valid discussion, it should be noted that the number of the cases to be studied is not the crux of the matter. What is really important is the "potential of each case to aid the researcher in developing theoretical insights into the area of social life being studied" (Taylor and Bogdan, 1984, p. 83). Moreover, the representativeness of a larger number of cases cannot be guaranteed for as Hammersley and Atkinson (1992) assert, we cannot be sure that a random sampling of cases would be representative of all cases in the universe of cases which itself is infinite.

Furthermore, Kidder (1981) adds that a large sample size increases reliability but a large sample size does not necessarily mean that a lot of people were studied; "it could mean that a small number of people were studied over a long period of time" (p.111). This is similar to a within-subjects or repeated-measures design in experimental research where

the researcher works with fewer number of people to increase the number of observations obtained from each person. This study therefore, argues that the number of cases studied in the context of DBE is representative of the findings.

5.5 Techniques in Ethnographic Research

Having established the rationale for ethnographic research methodology (hereafter participant observation) and the research design, we can now turn to the research techniques used.

In participant observation, the data collection techniques are listening and asking questions, observing, taking field notes, reviewing documentary materials and interviewing.

5.5.1. Listening and Asking Questions

Listening and asking questions are two important components of qualitative research (Strauss and Corbin, 1990). The first step is listening actively to the accounts given by people for these accounts serve as evidence of their own perspectives. It is these perspectives that will throw light on the theory being generated (Hammersley and Atkinson, 1992; Strauss and Corbin, 1990). The second step is asking questions which can be done informally in the course of contact with participants (Hammersley and Atkinson, 1992; Strauss and Corbin, 1990).

5.5.2 Observing

One of the most important tools of data collection for the ethnographer is observing. This entails observing the events in the daily life of the participants. These observations may "appear to be mundane at first glance"; yet when collected systematically as data and are compared with other data, these observations become scientific and help "to uncover a general principle of human behavior" (Kidder, 1984, p.263).

5.5.3 Field Notes

This means the notes taken during actual participant observation. In cases where this may not be possible, the observer can make notes following the actual participant observation. These notes should be detailed and related to everything that is heard or observed. Keeping field notes is also important in the reporting of data for "the most common form of reporting data is to provide illustrative excerpts from recorded notes" (Kidder, 1984, p.113). These illustrative quotations can only be presented if the participant observer keeps detailed field notes. In addition, ethnographers write observer's comments in the margins which can shed light onto issues. In fact, as Bogdan and Biklen (1992) note, "Fieldnotes along with detailed description, must contain observer's comments which are important insights that come to you[the researcher] during data collection before you lose them" (p. 202).

5.5.4 Documentary Materials

These are secondary accounts of the participants which can be on a continuum from formal to informal. The informal documents are lay accounts of everyday life and include

diaries and letters. Bailey (1990) notes that diaries are first-person accounts of experiences and that the entries can be analyzed for "recurring patterns and salient events" (p.215).

5.5.5 Interviewing

Interviewing is in the form of repeated face-to-face encounters which are non-directive, unstructured, non-standardized and open-ended (Taylor and Bogdan, 1984). The aim is to understand the clients' perspectives and experiences as expressed in their own words. To this end, the interviews are exploratory, the purpose being heuristic:.."to develop ideas and research hypotheses rather than to gather facts and statistics" (Oppenheim, 1992, p.67). The concern is understanding how the clients think and act during their own empowerment. As for the form of the interviews, they can either be individual or group interviews which are not carried out in the formal question-and-answer structure but rather in a mode of casual conversation.

5.6 Procedure of the Study

Having discussed the rationale for the research design, this section describes the actual data collection procedure. In this study, the role of the researcher was two-fold: that of the change agent initiating the collaborative action research project and that of researcher observing teachers conducting action research. On the one hand, the researcher was guiding the action researchers in their own agenda of change, thus acting as a change agent. On the other hand, she was acting out the role of researcher by observing the process of teacher empowerment over a three-year period.

The collaborative action research project was initiated by the change agent, a teacher trainer working in the context of the study in the fall of the academic year 1990-1991. The teachers involved in this project were the teachers working at the DBE. The teachers who volunteered to work on this project worked with the teacher trainer-- the change agent- for three years.

As mentioned in the theoretical discussion of the approach to the study, data were collected through participant observation. The researcher mainly used listening, observing, taking field notes, documentary materials and interviewing. The action research meetings provided a forum for the clients to discuss their ideas, feelings and opinions, hence the basis of the fieldwork in this study. The researcher took field notes of these meetings and transcribed the meetings of the second and third year which were recorded.As the first year meetings were not recorded except for the first meetings of two groups, the field notes for the first year consisted of the researcher's field notes and observations. Thus, with 2 recorded meetings for the first year (which is considered one as they were both first meetings for two different groups), 32 for the second and 33 for the third year, a total of 66 recorded meetings comprised the fieldwork data. In addition, there were 2 meetings held with the Administration.

A second source of data was the interviews. The regular members were interviewed once the first year and two times in the second and third years. The drop-outs were not interviewed immediately after they had dropped out of the project as there was a chance of their coming back which, in fact, was the case with a few of the clients.

A third source of data was the documentary materials. One type of such data was the diaries of the action researchers. It should be noted that although requested by the change agent, the clients found it difficult to keep regular diary entries and preferred to write what may be called reflective entries at the end of the first year. For the second and the third years, a more practical solution was determined: writing entries at the end of meetings. Another example of documentary materials was a memo written by some of the members to other members. In addition, there were documentary materials such as the trainer's instruction sheets for the action research activities.

5.7 Data Analysis

Since the 1980s, as Miles and Huberman (1994) argue," the shared craft of qualitative analysis has advanced" (p.2). Whereas the most frequent form of display in the past was the extended text, which was cumbersome to present to the reader, with the development of word processors and computer software, the ethnographer today has at his disposal analysis techniques like matrices whereby the data can be displayed in a systematic way. The more explicated the methods of analysis, the more "credible, dependable, and replicable" will our methods be "in qualitative terms" (Miles and Huberman, 1994, p.2).

This study hopes to contribute to the qualitative research literature by putting forth a systematic method of data presentation and analysis using the interactive model of analysis and incorporating ideas from various approaches to qualitative data analysis. As Miles and Huberman (1994) suggest " hybrid vigor" is best as each approach to qualitative data analysis can offer different perspectives which is better than "remaining

pure" (p.310) .The following section explains textual construction and the interactive model of analysis of data.

5.7.1 Processing Of Raw Data: Textual Construction Of Reality

There are a number of steps that must be taken to start the process of analysis in qualitative enquiry. In other words, there is a preparation phase necessitated by the nature of qualitative data. As qualitative data are in the form of words, they are not usually immediately "..accessible for analysis, but require some processing" (Miles and Huberman, 1994, p. 9).

This is an issue of textual construction (Atkinson, 1990) entailing two major operations. The first is the correcting, editing and typing of the raw field notes which are handwritten, or may even be in the form of scribbled notes. The second major operation in the preparation phase for analysis is the transcribing of the tape recordings. Once performed , these two major operations enable the researcher to work with an "analyzable text" (Miles and Huberman, 1994, p.43). Hammersley and Atkinson (1992) draw attention to the style of this analyzable text as follows:

> *As far as possible, speech should be rendered in a manner that approximates to a verbatim report and non-verbal behavior in relatively concrete terms; this minimizes the level of inference and thus facilitates the construction and reconstruction of theory* (p.151-2).

In this study, the following steps were taken as preparation for the analysis of data:

a) processing of field notes

b) processing of interview data

c) processing of documentary data

Although the final judgement on how much to transcribe lies with the researcher, as Strauss and Corbin (1990) argue, "the actual transcribing should be selective" (p.30). They also note that "Regardless of whether you transcribe all or part of your tapes, it is still important to listen to the tapes for listening is as necessary as transcribing "for full and varied analysis" (p.31). In this study, the field notes of the first year were transcribed to ensure the conceptualization of as many themes as possible. The second and third year field notes were listened to and some transcribed mostly by the researcher and some by colleagues. As Miles and Huberman (1994) note, "selectivity is endemic to data collection" (p.56).

With the ethnographic text constructed and prepared, the researcher can then proceed with the task of data analysis, in other words reduce this text, display it, and use it to draw conclusions and verify them, hence an interactive model of analysis.

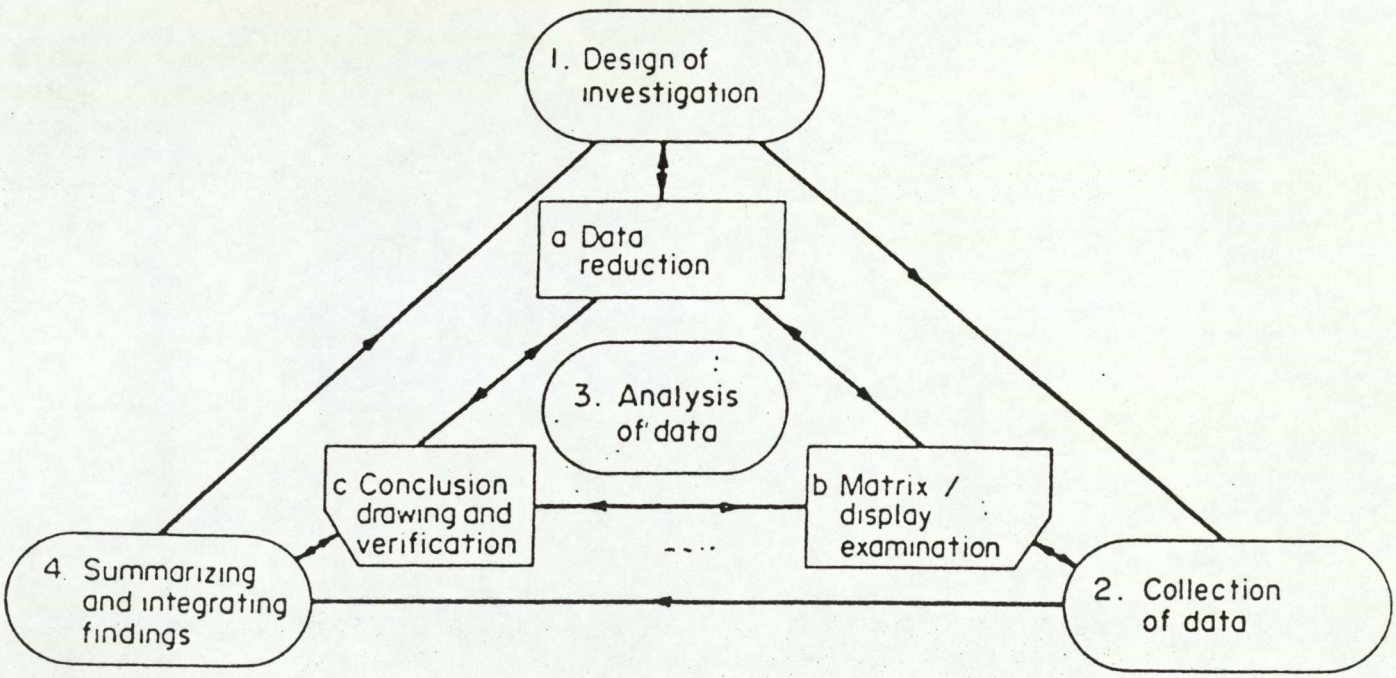
5.7.2 An Interactive Model of Analysis

This study has followed the interactive model of qualitative data analysis (Sowden and Keeves, 1988; Miles and Huberman (1994)), integrated techniques from grounded theory analysis approach (Strauss and Corbin, 1990) and used the phenomenological interview

analysis model (Cohen and Manion, 1990). This section gives brief theoretical information on each technique .

In the interactive model of analysis, the use of the term interactive seems appropriate as it indicates a constant interplay of activity between the design of investigation, collection and analysis of data, which helps to integrate findings. Figure 5.2 illustrates the components of an interactive approach to analysis.

Fig. 5.2 An Interactive Model of Qualitative Analysis (Sowden and Keeves, 1988, p.514)

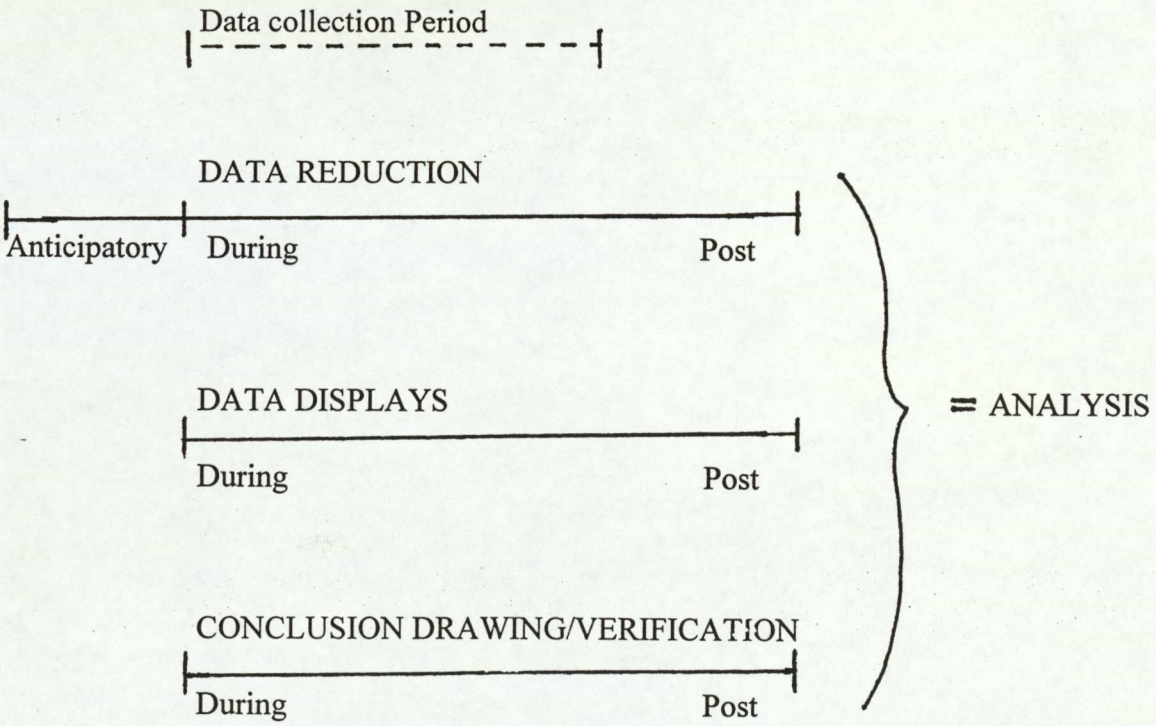


In this model, the three kinds of activity and data collection together "form an interactive, cyclical process" (Sowden and Keeves, 1988, p. 514). The researcher moves among these four 'nodes' during data collection and then alternates between reduction, display and

conclusion drawing/verification following data collection. Therefore, there are no sharp lines between data collection and analysis. The researcher is making analytic choices even during the collection of data about which categories of themes may be linked to certain themes.

As can be seen in Figure 5.2, there are three concurrent flows of activity included in analysis: a) data reduction, b) data display, and c) conclusion drawing and verification. The components of data analysis can further be made explicit as in Figure 5.3.

Figure 5.3 Components of Data Analysis : Flow Model (Miles and Huberman, 1994, p.12)



Let us now consider how analysis as concurrent activity flow among data reduction, data display and conclusion drawing/verification may proceed.

5.7.2.1 *Data Reduction*

Data reduction is the "process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions" (Miles and Huberman, 1994, p. 10). Data reduction is the first step in analysis because the researcher is engaged in making analytic choices on what to select in identifying the emerging themes and assigning codes. These analytic choices set the stage for the identification of themes. This is in fact, the process of "conceptualizing" the data which "means taking apart an observation, a sentence, a paragraph and giving each incident, idea, or event, a name that stands for or represents a phenomenon" (Strauss and Corbin, 1990, p.63). The codes or labels assigned to a set of field notes enable the researcher to differentiate and combine the data collected. They are, in fact, "summarizing notations" (Miles and Huberman, 1994, p.57).

The aim at this first level of analysis is to describe phenomena , although there can never be immaculate description. In fact, as Wolcott (1994) argues, "There is no such thing as immaculate description" (p.16). The descriptive accounts of field notes then are better regarded as implicit analysis or implicit interpretation. Yet, as "purposiveness is important in qualitative analysis", implicit analysis can help clarify "what needs to be described and at what level of detail" (Wolcott, 1994, p.25). As this study was concerned with the description of the process of empowerment, the level of detail was activity which in turn could lead to the identification of competencies for action that may be required in Conversations with Self and Settings (See Chapter 6 for an example of the field notes and the mini-framework of coding). Therefore, the codes are related to one another in

"coherent, study-important ways" and are "a part of a governing structure" (Miles and Huberman, 1994, p.62).

Coding is one major means of data reduction. When one views the literature on coding, one discovers that there is not one, unequivocal framework of how to do coding . Nevertheless, in the phenomenal work of Bogdan and Biklen (1992) and that of Miles and Huberman (1994), different codes and coding techniques are mentioned and suggested. Their combination and integration however, is left to the discretion of the researcher .

As Miles and Huberman (1994) assert *coding* is synonymous with analysis, arguing that reviewing transcribed field notes and breaking them into meaningful divisions "while keeping the relations between the parts intact, is the stuff of analysis" (p.56). Similarly, Strauss and Corbin (1990) note that analysis is often called *coding* which means "the operations by which data are broken down, conceptualized, and put back together in new ways" (p.57). Analysis is further described as a "systematic way of developing and refining interpretations of data to develop coding categories" (Taylor and Bogdan, 1984, p.137).

Codes are "tags or labels for assigning units of meaning" to the data collected during a study (Miles and Huberman, 1994, p.56). These tags or labels are often assigned to segments of text of varying size . In other words, coding can be at different levels. For example in linguistic analysis, coding can be done at a line-by-line level or a word-by-word level if necessary. However, typically codes are assigned to larger

units--sentences, or paragraphs in the written-up field notes as was done in this study (See Appendix A).

Codes may be generated from familiarity with data, and theoretical sensitivity which is being familiar with "the substantive and conceptual background to plug into issues and themes when they first arrive on the scene" (Bogdan and Biklen, 1992, p.154). The three types of codes that may be used in qualitative research are descriptive, inferential and pattern. Inferential codes typically follow descriptive codes.

Coding may be done at different levels of analysis. The three main types of coding are : *open coding, axial coding* and *selective coding. Open coding* is the first level of analysis which allows the researcher to identify categories and their properties. Phenomena are conceptualized by giving labels that seem "most logically related to the data" the codes represent (Strauss and Corbin, 1990, p.67). At this level of coding, the researcher is not concerned with finding the right name at least initially as codes will change further on. As Strauss and Corbin (1990) note, " the important thing is to name a category so that you can remember it, think about it, and most of all begin to develop it analytically" (p.68). Open coding enables the researcher to note the properties of what concepts have emerged.

Axial coding is a second level of coding and entails combining the categories generated at first level coding, that is to say during open coding, in new ways by linking sub-categories to a category. This is the procedure used in order to put data "back together in new ways after open coding, by making connections between categories" (Strauss and Corbin, 1990, p.96). The concern at the level of axial coding is to increase depth of focus, concentrating

"on development, density, and saturation of categories; here the data gathering is more focused on specific areas" (Strauss and Corbin, 1990, p. 178). Properties and dimensions are important to recognize and develop. Properties are "attributes of characteristics of a phenomenon" and they "provide the basis for making relationships between categories and still later between major categories" (Strauss and Corbin, 1990, p. 84).

Finally, *selective coding may be employed which* is " a descriptive narrative about the central phenomenon of the study" (Strauss and Corbin, 1990, p.116). It is similar to axial coding but is done at a more abstract level of analysis so as to produce theory.

In coding and in moving from one level of coding to another, a very important issue is to be aware of one's biases. As Strauss and Corbin (1990) note, "Each of us brings to the analysis of data our biases, assumptions, patterns of thinking, and knowledge gained from experience and reading" (p.95). These biases may impede the identification of "what is significant in the data, or prevent us from moving from descriptive to theoretical levels of analysis" (Strauss and Corbin, 1990, p.95). In order to prevent this problem, the researcher can make use of certain techniques.

The two analytical procedures that can be used to reduce data and prevent the problem of bias during the process of coding are "the asking of questions" and "making comparisons" (Strauss and Corbin, 1990, p.62). For example, we can ask questions like "What is this?, "What does it represent?" comparing each incident as we progress through analysis "so that similar phenomena can be given the same name" (Strauss and Corbin, 1990, p.62). The making of comparisons is essential in order to identify and categorize events. As

Wolcott (1994) argues the purpose of the comparisons is "..to help.. break through assumptions and also to uncover specific dimensions" (p. 84). In making such comparisons, three kinds of knowledge are relied on: "personal knowledge, professional knowledge, and the technical literature" (Wolcott, 1994, p.84).

Another analytical procedure that can be used to reduce data and avoid bias is theoretical sampling which is "Sampling on the basis of concepts that have proven theoretical relevance to the evolving theory" (Strauss and Corbin, 1990, p.176). What theoretically relevant means is that certain concepts are essential for they are either "repeatedly" or "notably absent when comparing incident with incident"; in addition, when concepts are categorized, they "earn the status of categories" (Strauss and Corbin, 1990, p. 177).

Still another means of data reduction is *memoing*. A memo is the "theorizing write-up of ideas about codes and their relationships as they strike the analyst while coding" (Miles and Huberman, 1994, p.72). Memos are primarily conceptual in intent. They serve not only to report data but also to connect different pieces of data. The length of a memo can vary from a sentence to a paragraph or a few pages. The aim of writing a memo is to help the formulation of theory by helping move away from the data towards "abstract thinking, then in returning to the data to ground these abstractions in reality" (Glaser and Strauss, 1967, p. 199). The memos written in this study were informal and for the purpose of distancing oneself from the data, (Bogdan and Biklen, 1992) so that theory could be developed .

5.7.2.2 *Data Display*

In this phase of data analysis, the "organized and compressed assembly of information" is ready so as to enable the researcher to see what is actually happening (Miles and Huberman, 1994, p.10). This is the step that will lead to conclusion drawing and verifying.

As mentioned in the Introduction, the most common form of display in the past was the extended text. Today, however, a researcher can employ visual aids like graphs, tables and charts (Bogdan and Biklen, 1991, p.163). In the interactive model of analysis, as data display is not separate from analysis, the decision of which data should go in a matrix, graph or chart is an analytic activity. In fact, it is possible to use visual devices at every stage of analysis.

5.7.2.3 *Conclusion Drawing and Verifying*

Although the final conclusions may not appear before the study comes to a close, the researcher is constantly making conclusions even from the very beginning of data collection. Although these may be " vague and inchoate" at first, it is these conclusions that enable to researcher to arrive at final conclusions inductively (Miles and Huberman, 1994, p.11).

The coding of data leads to new ideas about what should go into a matrix (data display). Entering the data requires further data reduction. As the matrix fills up, preliminary conclusions are drawn, but they lead to the decision, for example to add another column to the matrix to test the conclusion.

In drawing conclusions, two techniques prove to be particularly effective: triangulation and looking for negative evidence. Triangulation, as mentioned previously, is attempting to see various perspectives of the same phenomenon from different sources. Looking for negative evidence serves the same purpose as does triangulation; it entails looking for inconsistencies or for instances that may disconfirm conclusions (Miles and Huberman, 1994).

5.7.3 Phenomenological Interview Analysis Approach

This is " a crystallization and condensation of what the participant has said, still using as much as possible the literal words of the participant" (Hycner, in Cohen and Manion, 1990, p.329). Determining themes from clusters of meaning that are taken from the literal language of the participants enables the researcher to stay close to the data.

5.7.4 Reliability And Validity

One very frequent criticism directed at naturalistic enquiry concerns the issue of reliability and validity. As Guba and Lincoln (1982) assert, the rationalist assumptions are valid in the hard sciences; however, "naturalist assumptions are more meaningful in studying human behavior" (p.81).

This study takes the criteria for evaluation from those put forward by Guba and Lincoln (1982), namely *credibility, transferability, dependability* and *confirmability.* These terms are proposed to supplant the four important issues in the rationalistic paradigm: internal validity, external validity, reliability, and objectivity. It should be noted however, that "it is not possible to achieve perfect reliability if we are to produce valid studies of the real

world" (Taylor and Bogdan, 1984, p.8). Therefore, in ethnographic studies the concern is with validity (Thomas, 1993).

Credibility represents internal validity and can be achieved when the "data sources (most often humans) find the inquirer's analysis, formulation and interpretations to be credible" (Guba and Lincoln, 1982, p.246). The following can provide credibility: prolonged engagement, persistent observation, peer debriefing, triangulation, referential adequacy materials, and member checks.

Prolonged engagement at a site is proposed as an answer to researcher bias. If the researcher is present at a site for a long period of time, at least two years, the possible biases of both the researcher and the informants can be tested. This can be enabled as prolonged engagement at a site can help the researcher to identify the context and the problem. *Persistent observation* enables the researcher to identify the main characteristics of the context and the people and thus what is not relevant can be determined. *Peer debriefing* can help resolve any tension or anxieties that may build up both on the part of the researcher and the informants by seeking advice and an exchange of information with peers not involved in the research. *Triangulation* is "checking inferences drawn from one set of data sources by collecting data from others " and what is involved in *triangulation* is not just a matter of checking whether inferences are valid, but of "discovering which inferences are valid" (Hammersley and Atkinson, 1992, p.199-200). *Referential adequacy* materials include audio or video recordings, documents, pictures or films which can give information about the real life events happening in the context of study. These materials are first archived without being analyzed; they can then be used to confirm the findings of

the study. *Member checks* are a way of checking the interpretations from the data with the members of various groups on a regular basis.

The second criterion, *transferability*, is an answer to the issue of generalizability in the rationalistic paradigm. The naturalists discount generalizability however, and believe that some degree of transferability can be achieved if there is *theoretical sampling*, and enough "*thick description*" (Geertz, 1993, p.6). Theoretical sampling is studying new cases in order to refine or expand the concepts already developed. (Taylor and Bogdan, 1984). Thick description means that sufficient information about the context should be provided so that the extent to which the transferability of the working hypothesis is possible may be determined (Geertz, 1993).

The final criterion is *confirmability* which means qualitative confirmability and is important for it implies that the focus is not on the "inquirer's certifiability..but the confirmability of the data" (Guba and Lincoln, 1982, p.247). One way of achieving confirmability is *triangulation* which can enable accuracy of evidence. This can be done by double checking interview and observational data to ensure the accuracy of evidence (Thomas, 1993, p.39).

These then, are the three criteria for naturalistic evaluation and are used as the criteria for the evaluation of this study. One final criterion for evaluation is *theoretical sensitivity.* Strauss and Corbin (1990) point to the need for theoretical sensitivity when discovering theory from data which is the researcher's ability to "see with analytic depth what is there"

(p.76). Thus, it involves asking the basic questions, who, when, where, what, how, much and why.

5.8 Summary

This chapter has presented the research methodology, discussing the approach of the study, research techniques and procedures .To sum up, this study has taken an ethnographic approach to describe the process of teacher empowerment. The research techniques used in such studies are listening, observing, taking field notes, interviewing. As for the issues of reliability and validity, there are various criteria among which are prolonged engagement at a site, triangulation, thick description and theoretical sensitivity. As regards the analysis of ethnographic data, an interactive model can be used for data reduction, data display and conclusion drawing/verification. In an interactive model of analysis, there is never a sharp distinction between data collection and analysis; in fact, the activities are concurrent. In this study, the review of the previous meeting's notes enabled the researcher to reflect on and ask questions about any points for clarification at the next meetings. The review meant marking sections that may lead to codes, jotting ideas in the margins of the field notes (See Appendix A), circling key words and phrases that subjects use and underlining "what appear to be particularly important sections" (Bogdan and Biklen, 1992, p.165). Therefore, the analysis of data did not start at the very end of the study although all data had to be processed one final time when the study came to a close. This study followed an eclectic approach that is to say that the analysis in this study is a combination of the analysis-in-the-field approach which is on-going and analysis after data collection or partway between a priori and inductive approaches (Bogdan and Biklen,

1992; Miles and Huberman, 1994; Sowden and Keeves, 1988). In other words, some analysis was done during data collection which helped with the final analysis.

In this study, three techniques were used to present description: Plot and Characters, (Wolcott, 1994, p.20), Natural History (Hammersley and Atkinson, 1990) and Thematic Organization (Hammersley and Atkinson, 1992) (See Chapter 6). The next chapter will discuss the analysis of data, elaborating on the analysis techniques introduced in this chapter and will present the findings of the study.

CHAPTER 6

ANALYSIS OF DATA

6.1 Introduction

The previous chapter has discussed the research design and has clarified the two roles of the researcher as change agent and as participant observer . This ethnographic study has investigated the process of empowerment of a group of English as a Foreign Language teachers engaged in a three-year collaborative action research project in Turkish higher education.

The study aimed to answer the following research questions :

1. What competencies do teachers need in Conversations with Self in order to be able to decide on what knowledge and values are beneficial for them?

2. What competencies do teachers need in Conversations with Self in order to be able to voice their own opinions in dealing with unequal power relationships?

3. What competencies do teachers need in Conversations with Settings in order to understand and interpret their teaching situation?

4. What competencies do teachers need in Conversations with Settings in order to take action to change their teaching situation?

5. What resources and support do teachers need in Conversations with Settings in terms of the power relationships within the organization in order to be able to change their teaching situation?

6. What is the role of the change agent in facilitating the competencies required in Conversations with Self and Settings?

As mentioned in Chapter 5, data were collected through field notes, interviews and documentary materials over a period of three years. The field notes taken during participant observation of the weekly action research meetings constitute the observational data. The interviews held with the participants (clients) twice a year comprise the interview data. The third source of data is the documentary materials, namely the diaries of clients and other written documents available.

This study has employed the interactive model of analysis to analyze the observational data (See Chapter 5). The three coding procedures used to reduce data were taken from the grounded theory approach, namely open coding, axial coding and selective coding . In addition, to analyze the interview and documentary data, the phenomenological approach was used. As mentioned in Chapter 5, validity was procured through triangulation of observational data with interview and documentary data .Naturalistic criteria for reliability were used in addition to intercoder reliability.

This chapter presents the analysis of the data collected through observational, interview and documentary data. Firstly, the processing of raw data is presented. Then follows the section on stages of analysis as in the interactive model, namely data reduction, data display and conclusion drawing/verification. The fifth section presents the findings of the study followed by the personal reflections of the researcher. The chapter concludes with summary and conclusions.

6.2 Processing of Raw Data

The field notes of the action research meetings (observational data) of the first, second and third year of research were corrected, edited and typed up or transcribed using a word processor.

6.2.1 Processing of Field Notes

The *field notes* were edited and/or transcribed according to predetermined conventions which were set up for this study for the purpose of providing a rich, thick description of the natural setting and events to the reader. Therefore, the fillers like the ers, uhs and such and background information (given in italics) were included to capture the real intensity of the moment, although these were not of analytic significance in the analysis of data. Table 6.1 shows these conventions.

The field notes were written on the left hand side of the page to leave space for the coding to be integrated on the right hand side. The observer's comments were also integrated within the text (See Appendix A, B, and C for samples of field notes for each year). The use of the ethnographic present indicates a concern for constructing the social world in the "company of the actors there described" (Atkinson, 1990, p.83).

The original names of people were changed into pseudonyms which are letters given to all key actors who got involved in the action research project in chronological order . In other words, the teachers that were involved, those who dropped out, testers and members of the administration were assigned pseudonyms. The aim was to ensure a rich

and thick description (Geertz, 1993) of all the people who were involved in the study in some way during the three years.

Table 6.1 Transcription Conventions

SYMBOL	EXPLANATION
( )	(bold face within parentheses) observer's comments
( )	(italics within parentheses) background information on person, , place or object being talked about
..	uncompleted utterance
...	pause after utterance
(...)	incomprehensible utterance by a person known
W: (...)	incomprehensible utterance by a person unknown
[...]	omission of parts of conversation that are incomprehensible
[..]	parts of conversation unrecorded
{ }	utterance made by everyone
* *	overlapping conversation therefore incomprehensible
" "	direct quotes from teachers themselves
' '	direct quotes from other people than the teachers or other sources of text

The field notes were also formatted or segmented that is to say, the text was divided into naturally-occuring breaks, which were in fact semantic divisions of text so as to enable the marking of the emerging themes and codes later. The right hand column is entitled emerging themes for the purpose of identification and categorization of themes.

6.2.2 Processing of Interview Data and Documentary Materials

Interviews were transcribed by the researcher and colleagues using the same conventions for the transcription of the field notes. The interview questions were written to precede text to allow the reading of text without any interruption (See Appendix D). The names were changed into pseudonyms to ensure confidentiality.

The *documentary materials,* that is to say the diaries of the clients (See Appendix E for samples of first year diaries), were left in their original form except for the names which were again replaced with pseudonyms so as to ensure confidentiality. Moreover, such documents are personal documents and are intended to give true "insider accounts" (Hammersley and Atkinson, 1992, p.5). Other documentary materials (See Appendix H) were also left in their original form .

To sum up, the preparation for the analysis of data meant the processing of raw data, that is to say the typing, editing, formatting and segmenting of the observational and interview data and changing the original names into pseudonyms in all data.

6.3 Data Reduction

This section presents each stage of analysis, in other words the procedure used for data reduction, data display and conclusion drawing/verification stages for observational data.

6.3.1 Observational Data

As mentioned in Chapter 5, observational data were analyzed by coding. Data from each year were coded at two levels; open and axial, prior to moving to selective coding as a result of which data could be displayed and conclusions drawn.

6.3.1.1 *Open Coding: Conceptualizing and Categorizing Data*

With the ethnographic text prepared, the first step was to conceptualize the data in order to identify themes. To this end, a careful reading of all data to was required . Firstly, the processed field notes were read and re-read to find the emerging themes. In fact, as

mentioned in Chapter 5, the field notes were reviewed during data collection. This regular review of text made possible the initial identification of certain topics or recurrent themes which, in turn, provided a list of start up codes. This provisional start list of codes was a result of the familiarity with the data, the researcher's background as a teacher trainer and theoretical sensitivity .

After a careful reading of data, the coding process started with the first year observational data. As mentioned previously, the codes identified were written in the right hand column of the field notes under "Emerging Themes" to match the corresponding segment of the typed field notes. As for the labelling of codes, three letters were used, for example "TAS" for" TASK" . In cases where there were a high number of words with the same three initial letters, for purposes of differentiation, four letters were used, for example "CONT" for "CONTRIBUTION" (See Appendix A). The two analytical techniques used in open coding were making comparisons and asking questions.

Let us now give an example of how these procedures were used in coding to conceptualize phenomena for the first year field notes. Viewing the first year field notes from ARM-1 (See Appendix A), the first segment of data, we ask the question what is happening here. The answer to this question is that the agent is introducing the project, hence the code" PRJ-INT". In the following segment, the agent is asking for a volunteer and giving instructions to the volunteer. These two actions are analyzed descriptively, hence open coding. The codes are written in twos--for example, "MEE-CLS" refers to meeting clients--to keep track of inferred themes and their sub-categories which will lead to "emergent" patterns "discerned in local events" (Miles and Huberman, 1994, p.57).

These codes, then, are taken at a more inferential level to designate the code "TASK". When compared with the first incident, it is observed that this is a task to start the workshop activity in order to introduce the project. "TASK" is an inferential code when compared with "INTRODUCTION" which is a descriptive code.

The aim of this first level analysis was to describe phenomena. As the aim of this study was to define and describe the process of empowerment, that is to say the study was concerned with tracing a process, it was necessary to make events explicit. Hence, the particular codes were chosen because these were analytic questions which "give focus to data analysis" (Bogdan and Biklen, 1992, p.155). These codes were "conceptual in nature" , in other words the codes were kept as the "semantically close to the terms they represent" (Miles and Huberman, 1994, p.70). At this level of coding , the literal language of the clients were kept as much as possible, hence borrowing from the phenomenological approach to interview analysis. In addition, to stay close to the literal language of the clients, numbers were not chosen to be used as codes.

In labelling the concepts for the first year of research, the researcher did not feel the pressure of having to chose the right name knowing that a more appropriate name could be found at a further level of analysis. The important task at this level was to name a category so that the researcher could remember it , think about it and consider ways of developing it analytically. That is to say, it did not matter what these codes were named as they were still provisional at this stage.

As this was the first year of research, with a foreshadowed problem to start and not a clearly specified hypothesis, attention was paid to coding everything that was seen in the data. Even then, everything may not have been seen . This is unavoidable once one acknowledges the "reflexive character of ethnographic research" (Hammersley and Atkinson, p.14). In other words, the researcher was part of the subjective world that she was trying to study.

Code categories were events. Therefore, the researcher looked for incidents, and activities which could count as competencies for action. To conceptualize the data, categories such as speech acts, emotions, opinions, suggestions, statements of problems in teaching were included . These categories were taken from the technical literature on teacher training, development and classroom research in foreign language teaching (Alwright and Bailey, 1991; Celce-Murcia, 1991; Chaudron, 1988; Clark, 1987; Doff, 1989; Fairclough, 1989; Fanselow, 1987; Fanselow, 1992; Freeman, 1989; Larsen-Freeman, 1986; Nunan, 1989; Richards, 1990 ; Richards and Rodgers, 1986; Wallace, 1991; Widdowson, 1990: Woodward, 1991). Finally, categories were graphic enough to remind the researcher quickly of its referent.

To sum up, in this study as a first level of coding, that is to say in open coding, descriptive codes were used to conceptualize data. In this first level of analysis, the kind of codes used were descriptive codes which entailed little interpretation. The aim was to attribute "a class of phenomena to a segment of text" (Miles and Huberman, 1994, p. 130). The codes were identified and written in the text in the right-hand column to match the corresponding segment (See Appendix A, B and C for the emerging themes and codes as

done in open coding for all years). These emerging themes and codes were listed and defined so as to maintain a systematic approach to analysis and for easy reference (See Appendix L for the alphabetical list of codes for all years).

The same procedure of open coding was used to reduce the data for the second year. Attention was paid to using the same categories as identified in the first year data. However, when a code did not seem to represent a theme for the second year, it was coded as two different codes to be modified in axial coding. Similarly, the data for third year were coded descriptively.

Following the open coding of all the observational data, check coding was done with a colleague, a second coder, to determine whether codes could be understood and identified quickly and easily. This process helped to modify the codes that did not prove to be easily identifiable and those that did not seem to represent semantically the concepts that hey were intended to conceptualize. In the first coding attempt, codes were numbered with the aim of creating a systematic typology scheme. However, as discovered in the negotiations with the second coder, this approach did not prove to be flexible, that is to say it did not allow easy feeding in of the new categories. Therefore, the coding scheme was changed into one without numbers. Such a modification in fact, helped the data maintain its closeness to the literal language of the participants.

6.3.1.2 *Axial Coding: Identifying Properties of Categories*

Having identified conceptual categories or themes through open coding using descriptive codes for the observational data, the next step entailed the development of these themes

into a systematic typology (Lazarsfeld and Barton, 1992, p.182). This was making new categories by identifying their sub-categories, finding links between the concepts and adding new ones. Hence, the second step in analysis as data reduction was developing categories in terms of their properties which are attributes or characteristics of a phenomenon (category). As mentioned previously, category names came from the technical literature on teacher training/development/education and the personal knowledge of the researcher.

As done in the first level of analysis, the open coding stage, the two analytic procedures the making of comparisons and asking questions helped to compare each incident so that similar phenomena could be labelled as the same. To maintain the consistency of the categories, new categories were added to the list of codes (See Appendix L). In addition, at this stage, theoretical sampling (Strauss and Corbin, 1990) was used since the aim of the research was to track process of events. To this end, similar events were first grouped together, then given a category name (See Appendix M for samples of axial coding).

The codes were entered into the computer in an outline format with properties written under the code and indented, an analysis scheme devised by the researcher. Figure 6.1 presents an excerpt, a mini-framework of codes, in the process of being conceptualized and categorized.

As can be seen in Figure 6.1, each indentation indicates a different property of the category with category names written in block letters. As mentioned previously, the actions done by the change agent are shown with a bold type and those initiated by the

change agent and done by clients underlined . If a code is neither bold nor underlined, it indicates an action designed, initiated and done by clients. For example, "Introduction to the project" is an action done by the agent whereas "Diversion from task" is not done or initiated by the agent, therefore it is not underlined or in bold face.

Figure 6.1 Excerpt from Axial Coding: Mini-Framework of Emerging Themes

MEE-CLS (Meeting with clients)
introduction to project
soliciting participation for task
    taking client outside the room
    explaining task to clients
    giving instructions for task
diversion from task-1
    client coming late to meeting
    client participating in task

In other words, in axial coding, the same segments of data which were coded descriptively at the first level coding were handled more interpretively. The technical literature and the start list of codes created during data collection helped to interpret descriptive codes at a more inferential level during which some codes changed, some were renamed and still some others discarded. That is to say, when the codes did not look applicable or well-fitting, they were discarded. The second year field notes further enabled more empirically driven labels both from the technical knowledge and personal experience of the researcher. In other words, as the first year data were conceptualized and coded descriptively and interpretively, the second year and the third data could be fed into these categories that were proving to be empirically valid. Therefore, as mentioned in Chapter 5, the style of coding used in this study in a combination of a priori and totally inductive qualitative approaches.

As mentioned in Chapter 5, in identifying the properties or "the characteristics pertaining to a category" (Strauss and Corbin, 1990, p.61), the phenomenological analysis approach was used. Staying close to the literal language of participants, that is to say, the feeding of new categories into existing categories continued as data came up in each meeting. In case of uncertainty, a certain concept was put under more than one category.

As a second step in axial coding, the actions done by the change agent and those by the clients were separated (See Appendix N). In addition, the memos written during data collection were made use of while pulling together the emerging themes by axial coding . These helped to see the relations between categories and their properties, that is to say they helped to link events (See Appendix S for memos written for the first year).

6.3.2 Interview and Documentary Data

With data from the three years analyzed, the next step was the analysis of the interviews. As mentioned in the previous chapter, this study used the phenomenological interview analysis. The interview data were read and re-read to identify the themes. The segments of text leading to a particular theme were underlined and the theme written in the righthand margin. These themes were then grouped according to common themes parallel to the interview questions (See Appendix D for interview questions for all years).

Similarly, the documentary materials, mainly the diaries were analyzed using the phenomenological interview analysis approach as done in the analysis of interviews.

6.4 Reliability and Validity

This section presents how the issues of reliability and validity were addressed in this study.

6.4.1 Intercoder reliability

As mentioned previously, the fact that the second coder did not feel qualified to view the data as second coder, necessitated negotiations with a different second coder. As a result of these negotiations, the following procedure for viewing data was followed:

1. The Coder (C) looked at the first 20 pages of transcribed field notes and codes using whatever chunking/segmenting, description and analysis he thought necessary in order to give functional labels to the discussion of the elements identified. The Researcher (R) then analyzed this coded data and determined to what extent the coding segments and identification of element coincided with the segmenting that R had done for the same data.
2. C looked at the sections of data which R had already segmented and coded according to her own system. C indicated segmenting/chunking/coding not understood or with which C had questions or disagreements. C notes segmenting and coding patterns and terms used by R. R noted and explained.
3. C coded data continuation from data transcripts of Year 1 and Year 2 with the background of step 1 and step 2. C used R's terms and segmenting routines as remembered from Step 2. R matched C's segmenting and coding with her own segments/coding for the same data block. A rough correlation of correspondence was determined. This was used as a measure of inter-coder reliability for segmenting and coding procedures (See Appendix P for samples of coding done by second coder).

6.4.2 Triangulation

For purposes of reliability, the emerging themes were triangulated with those of interview and documentary data. Those themes that were supported by the interview and documentary data were maintained.

6.4.3 Validity

As mentioned in Chapter 5, the criteria for evaluation for this study were drawn for *naturalistic inquiry*. It can be argued that this study meets the three criteria of *credibility*. First of all, as the study was conducted over a period of three years, it meets the criterion of hence *prolonged engagement*. As a second criterion for *credibility*, *triangulation*, was fulfilled since the three data sources, namely observational, interview and documentary data were compared. Another means of providing credibility was *member checks* (See Appendix B for AM-1). There were frequent member checks of what was done at the meetings (See Table 6.6 and Table 6.7 for instances of member checks). *Peer debriefing* was also undertaken, in this case with a teacher trainer working in the same institution (See Appendix Q). Finally, *referential adequacy materials* provided credibility. The first two meetings of the first year and most of the meetings of the second and third year of research were *recorded*. In addition, the first meeting with the Administration in the second year of research was *videotaped*. The second criterion of *validity*, *transferability*, was fulfilled in terms of thick description. It can be claimed that sufficient information about the context of the study was provided. As for a second criterion of *validity*, *triangulation*, as mentioned above, was employed.

To sum up, this study used the interactive model of analysis with the components of data reduction, display and conclusion drawing/verification. To reduce data, the technique of coding done at three levels, hence open coding, axial coding and selective coding. The descriptive codes identified in open coding set the stage for axial coding. The descriptive codes identified in open coding were handled more "interpretively" at the stage of axial coding and organized into some form or structure, that is to say they were linked to larger categories or sub-categories (See Appendix M for samples of axial coding). Issues of reliability and validity were dealt with in line with the criteria from naturalistic inquiry and by inter-coder reliability.

6.5 Data Display and Conclusion Drawing/Verification

This section presents data display and the final stage of analysis, conclusion drawing together. Selective coding was used to display the data and enabled three descriptive accounts to describe the process of teacher empowerment.

The themes identified through open and axial coding enabled the display of data through selective coding. As mentioned in Chapter 5, selective coding is similar to axial coding; however, it is done at a more abstract level of analysis to produce theory. Selective coding enables a "descriptive narrative about the central phenomenon of the study" (Strauss and Corbin, 1990, p.116). This study used three techniques for description of process: Plot and Characters, Natural History and Thematic Organization (See Chapter 5 for a discussion of these techniques). The use of Plot and Characters was essential in proving a rich and thick description. In addition, as the central phenomenon of this study was the process of

empowerment, process was analyzed as progressive movement and non-progressive movement (See Section 6.5.3 and 6.5.4).

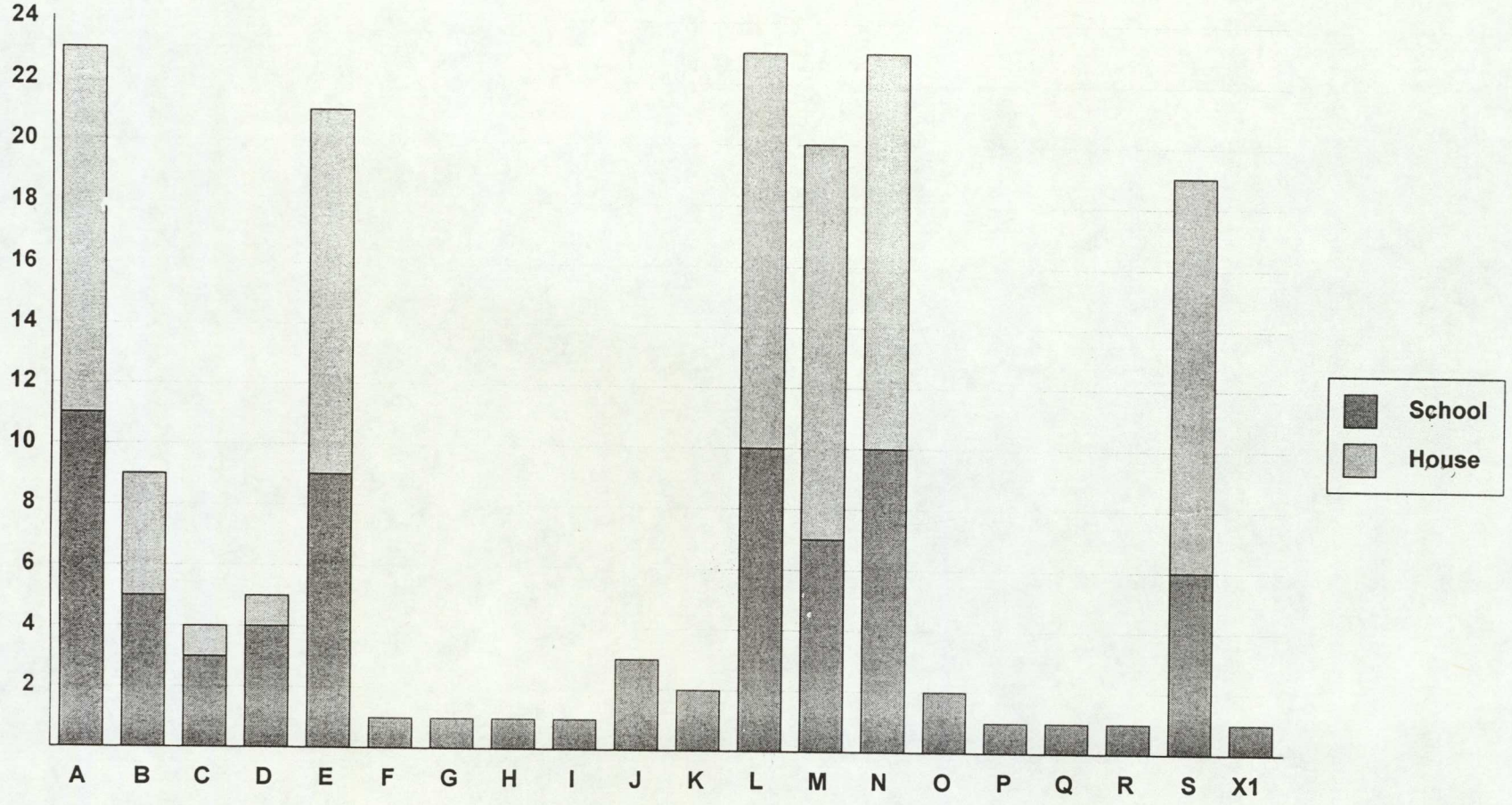
This section first presents the number and location of meetings, second the "Plot and Characters", third "The Natural History" to indicate progressive movement, and fourth "Thematic Organization" for non-progressive movement. Following each display and each type of movement, interpretive remarks are offered to draw conclusions. The themes emerging from the observational data are compared with the themes emerging from interview data and documentary data for purposes of triangulation and negative case analysis.

6.5.1 Number and Location of Meetings

Figures 6.2, 6.3 and 6.4 display the meeting profiles for each year with Figure 6.5 giving an overall view of the number and location of meetings held . As can be seen in Figure 6.2, the total number of meetings held in the first year of research, the academic year of 1991-1992, is 26. The number of weekly meetings is 25, with the addition of an extra meeting for the preparation of the questionnaire as part of the action research project. As the table shows, most of the meetings were held at clients' homes.

The total number of meetings for the second year of research is 35 with 33 weekly action research meetings and two meetings with the Administration. In contrast to the first year of research, all of the meetings were held in homes except for the two meetings with the Administration held in the Seminar Room at the DBE.

Figure 6.2 Meeting Profile for 1991-1992 (By Numbers of Meetings and Attendance by Clients)



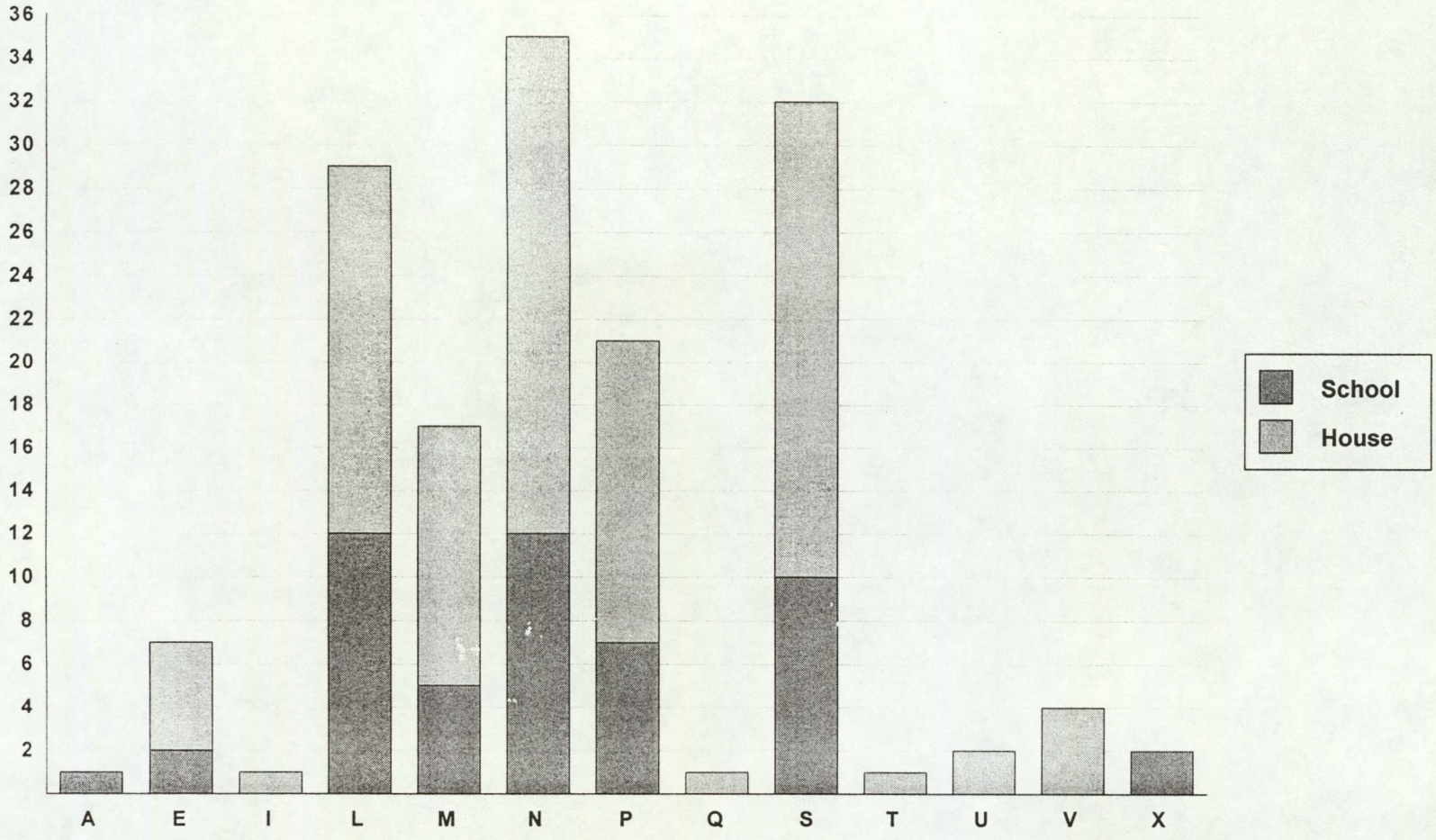
N = 26 (25 meetings + 1 meeting for questionnaire preparation)

School = Location at Department (Seminar Room, Resource Room, Agent's Office),

House = Clients' homes and agent's home

X1 = People on whom the questionnaire was piloted (Members of Administration instructors and trainers)

Figure 6.3 Meeting Profile for 1992-1993 (By Numbers of Meetings and Attendance by Clients)



N = 35 (33 meetings + 2 meetings with Administration)

School = Location at Department (Seminar Room, Resource Room, Agent's Office)

House = Clients' homes and agent's home

X1 = People on whom the questionnaire was piloted (Members of Administration instructors and trainers)

Figure 6.4 presents the meeting profile for the third year. This year, the total number of meetings is 31. The location of meetings remained the homes . It is interesting to note that the highest number of meetings is in the third year.

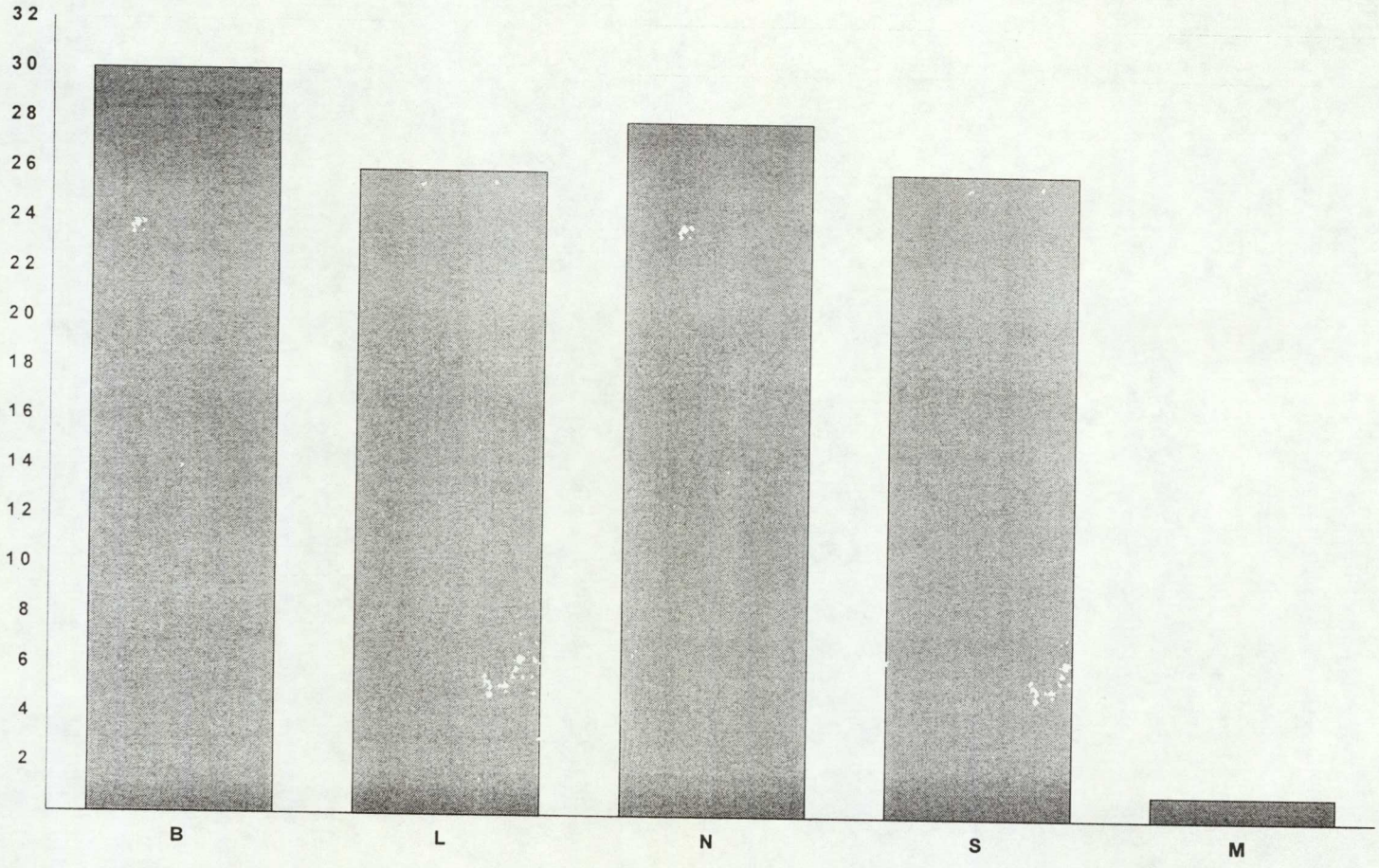
As can be seen in Figure 6.5, the total number of meetings held during the three years of the research project is 92.

6.5.1.1 *Client Attendance in Meetings*

Figures 6.6, 6.7, 6.8, and 6.9 show clients that participated in the meetings for each year and the percentage of attendance. As can be seen from the first figure, 7 clients attended the first year. Three of these clients attended almost 85 percent of the meetings. Figure 6.7 shows the 8 clients that attended the second year. N has attended the most meetings. In the third year, the percentages of attendance for the four clients are similar.

As can be seen in Figure 6.6, the number of clients who regularly attended the first year is 7. Some clients attended one or two meetings before they dropped out. In the second year of the project, 5 clients attended regularly (Figure 6.7). Four of these clients, that is to say L, M, N, and S were from the first year of the project, with a new recruit, Client P. Client A, who was a regular client the first year had to drop out due to her pregnancy. Client E and Client F dropped out this year. Client V who had joined this year, dropped out after 4 meetings. U and X attended two meetings, I, Q, T were present only at the first meeting of the year and did not further join the project. In the third year of the project, Client B who had participated in the first year rejoined the project. M dropped out after the first meeting. Therefore, this year the project had 4 clients (Figure 6.8) who regularly attended the

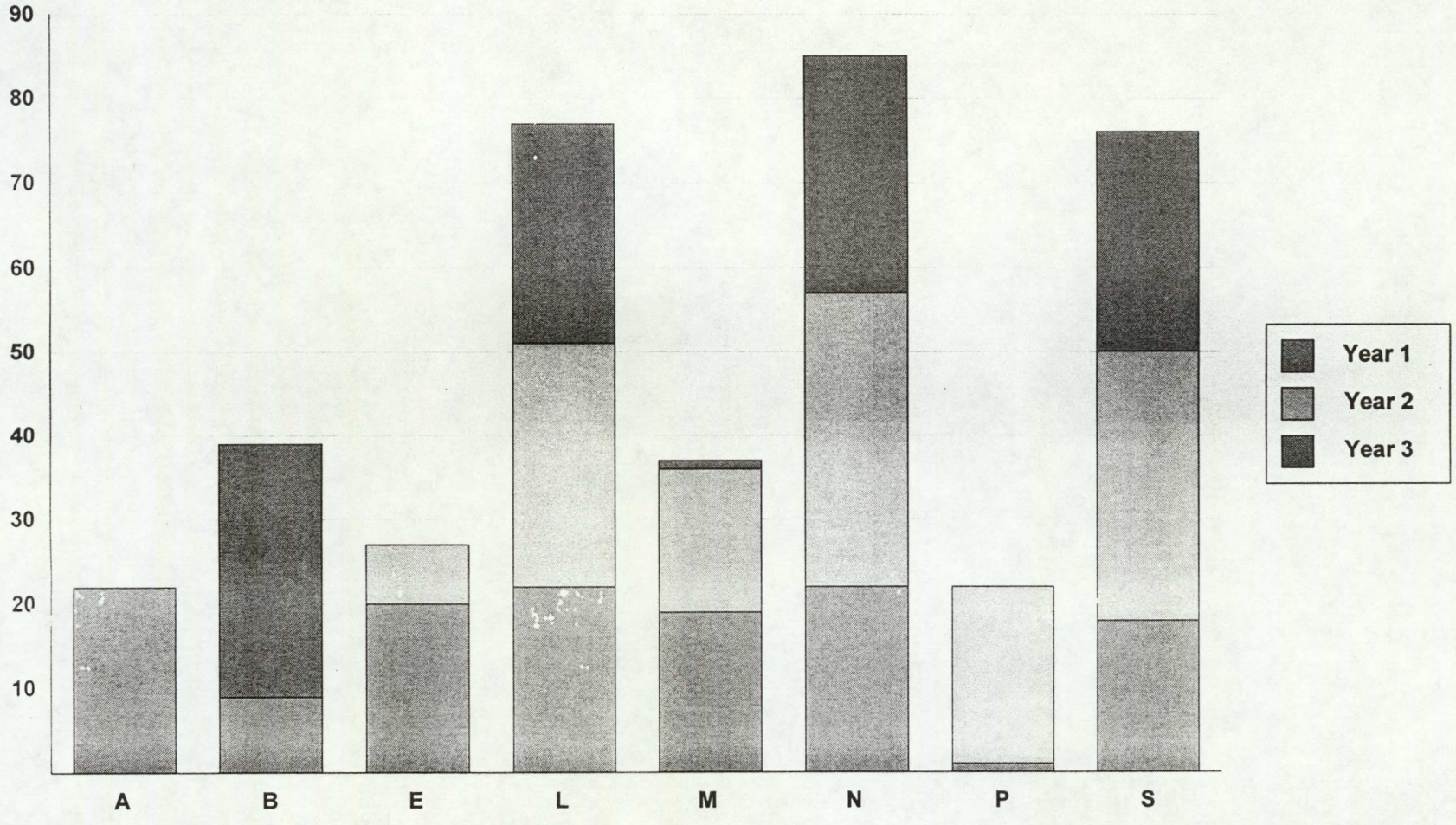
Figure 6.4 Meeting Profile for 1993-1994 (By Numbers of Meetings and Attendance by Clients)



N = 31 meetings

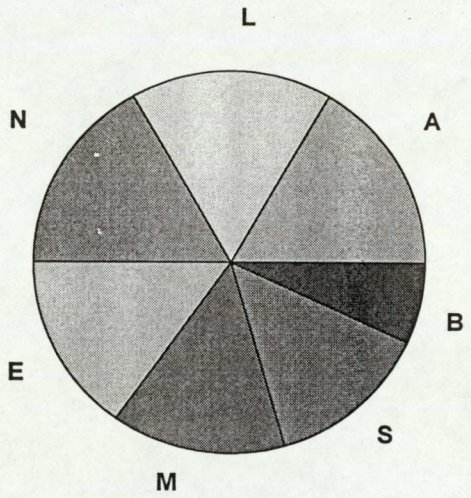
All meetings held at client's homes and agent's home

Figure 6.5 Meeting Profile for Three Years (By Numbers of Meetings and Attendance by Clients)



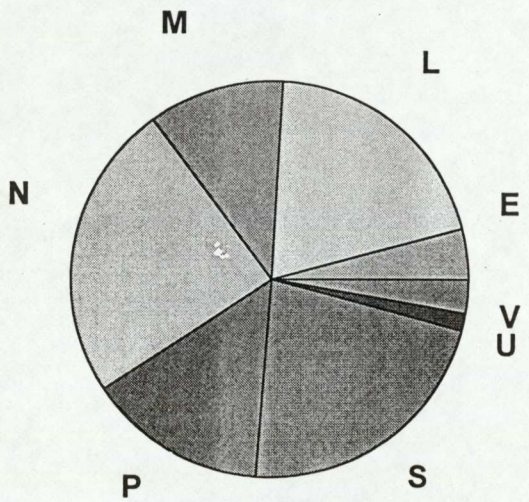
N = 92 meetings

Figure 6.6 Client Attendance (1991-1992)



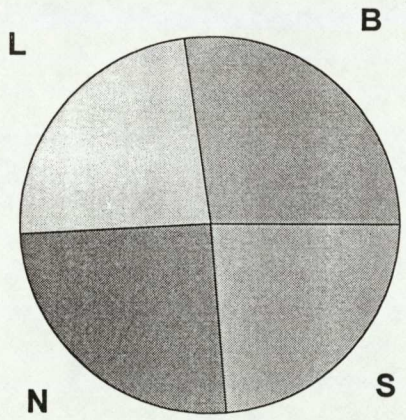
Clients	Number of meetings attended	Percentage
A	22	84.62
L	22	84.62
N	22	84.62
E	20	76.92
M	19	73.08
S	18	69.23
B	9	34.62

Figure 6.7 Client Attendance (1992-1993)



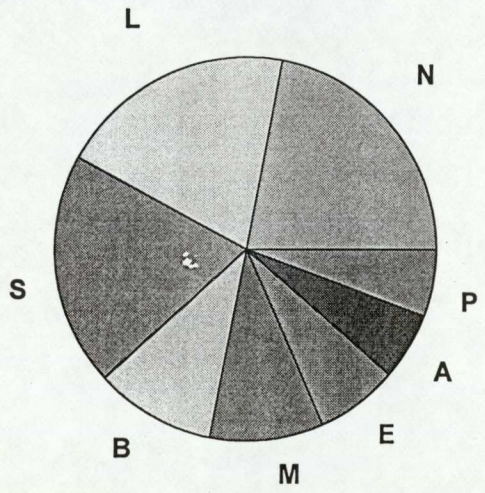
Clients	Number of meetings attended	Percentage
N	35	100
S	32	91.43
L	29	82.86
P	21	60
M	17	48.57
E	7	20
V	4	11.43
U	2	5.71

Figure 6.8 Client Attendance (1993-1994)



Clients	Number of meetings attended	Percentage
B	30	96.77
N	28	90.32
S	26	83.87
L	26	83.87

Figure 6.9 Client Attendance (All years)



Clients	Number of meetings attended	Percentage
N	85	92.39
L	77	83.7
S	76	82.61
B	39	42.39
M	37	40.22
E	27	29.35
A	22	23.91
P	22	23.91

meetings. (B, L, N, S). Figure 6.9 shows the involvement of 8 clients during these three years. As can be seen from the figure, three clients, L, N, and S attended the most. B and M follow with A, E, and P the third.

6.5.2 Plot and Characters

This section presents the story of the process of empowerment, first introducing the characters, then unfolding the story.

6.5.2.1 Characters

The characters are the clients who participated in the action research project in varying degrees. As mentioned in Chapter 5, all of their names were changed into pseudonyms to ensure confidentiality. The following tables give information about the characters concerning their gender, nationality and positions in the institution. Table 6.2 presents the members of the Administration who were involved in the project, giving information on their gender and nationality.

Table 6.2 Members of the Administration

Name	Gender	Nationality
A1	F	TC
A2	F	TC
A3	F	TC
A4	F	TC
A5	M	TC
A6	F	TC

Note: F=Female; M=Male; TC =Turkish

The following table presents a further dimension of the characters, that is to say, the teacher trainers who were involved in the project.

Table 6.3 Teacher Trainers

Name	Gender	Nationality
T1	F	TC
T2	F	TC
T3	F	TC
T4	F	TC

Note: F=Female; M=Male; TC =Turkish;

The next table presents the clients that were involved in the action research project.

Table 6.4 Clients

Name	Gender	Nationality
A	F	TC
B	F	TC
E	M	TC
L	F	TC
M	F	TC
N	F	TC
P	F	TC
S	F	TC

Note: TC =Turkish; F=Female; M=Male

6.5.2.2 *Plot*

In this section, the second part of the descriptive account of "plot and characters" is presented. The story is divided into three episodes parallel to the three-year division of research.

1991-1992

Recruiting Staff

The following are the three ways in which the change agent advertised the action research project :

a) by sending memos to each individual teacher (See Appendix H)

b) by word of mouth (within the context of the school)

c) by word of mouth (in informal settings--outside school)

As a result of the advertising done in these three ways, 20 members of staff volunteered to take part in the action research project.

Negotiating

Once the staff was recruited, there emerged a need to negotiate with the clients to decide on a time-table for meetings. As the clients did not all work on the same shifts, it was important to establish the logistics of the project, that is to say, deciding on where, when and how often to meet. The first four meetings were held separately with Group 1 and Group 2. at school. The remaining meetings were held at clients' homes as all locations on campus closed at 5:00 P.M. When having meetings with two different groups proved

to be difficult to coordinate and manage, the need to meet together arose . As a result, we started having meetings as one group at meeting 5.

Launching

This phase marks the beginning of the action research group meetings. We had meetings with the clients, the action researchers--one or two meetings per week for to work on a problem area. Meetings continued on discussions about whether to work on two different topics or one. This implied a choice between going small but being on safe grounds or going big but taking risks. The final decision was to work in one area: reading. The rationale was that higher education should develop students' intellectual and imaginative powers, problem-solving skills and judgement particularly with our students who come from heterogeneous backgrounds only to be homogeneous in their somewhat indifferent attitude to learning and study skills. It was believed that the reading instruction provided at the institution was not satisfactory in that it did not stimulate independent judgement .

Research indicates that teachers must be aware of and make visible what students are actually learning because students may seem engaged in tasks without engaging in the content. Bloome, Puro, and Theodoru (1989) refer to this as " procedural display" and "mock participation" when students and teachers engage in activities without being involved in the content (p.32). The clients believed that this was certainly true for the students at the DBE and that there seemed to be an increase in the mock participation of the students when confronted with the task of answering the comprehension questions following the reading passages in the coursebooks. These questions did not enhance students' critical thinking skills. In order to find out about the students' views on reading

comprehension, the clients decided to give a questionnaire which was prepared by the agent and piloted, typed and administered collaboratively. A second questionnaire was given to teachers, and a third one to testers (See Appendix I) for purposes of triangulation.

Semester Break

This was time for individual reading, a chance to do unfinished reading, to reflect on what had been done thus far and an opportunity for further individual planning. The clients did not wish to do extra work during this period which they wanted to use as a time for reflection. At this stage of the action research project, some members had dropped out and the group continued with six members.

Business

Meetings continued following the start of the second semester. Firstly, the questionnaires were analyzed by the computer office at the DBE. The results, however, did not help us identify the problem more clearly because of the discrepancy between what the students said they were doing and what the teachers thought their students were doing. In other words, people were saying and doing different things. Questionnaire findings may be controversial, one very good example coming from Deutscher (1973, in Taylor and Bogdan, 1984) who cites a study done by LaPiere in the 1930s. LaPiere accompanied a Chinese couple to hotels, auto camps, tourist homes, and restaurants across the United States to investigate whether they would accept Chinese guests to their establishments. Only one of these two hundred and fifty one establishments stated that they would refuse to accommodate Chinese guests. Six months later LaPiere sent a questionnaire to each of these establishments asking if they would accommodate Chinese guests. In the

questionnaire, only one establishment said they would accept them. This is one piece of evidence that can show the artificiality of the questionnaires.

Not having been able to identify the problem, the clients, therefore, decided to saturate the data, that is to collect more data. Firstly, the clients had ten-minute daily discussions with the students to identify the problem. Then, they interviewed the students about what kinds of texts they liked reading. Next, three of them tried to find out whether vocabulary was a problem. Finally, students wrote a paragraph about what they perceived the problem to be. (See Appendix I).

Tuning In

Having analyzed the data collected from the students, the clients came to the conclusion that the students perceived the problem areas as follows:

i. The reading passages are not interesting enough.

ii. Outside reading: we should be reading because we want to, not because we are forced to.

iii. On tests, we are usually asked to answer questions that have easy answers (easy to find from the text; not requiring critical thinking).

iv. Students' anxiety: students do not feel confident of their reading skills

As a result of their reflection on the data collected, the following hypothesis was developed: the students who employ critical thinking skills are better at reading. Following this, the aim of the project became clear: to move away from a one-meaning

approach to comprehension towards a more-reader oriented interpretive approach to improve students' critical thinking skills.

The next step was to establish an instructional framework for this interpretive approach. First of all, the clients decided that students' schema should be activated through pre-reading activities. Discussion would be used as the main technique but the use of books, brochures and photographs would be used to supplement the discussion activities. Secondly, the clients thought that by asking the right kind of comprehension questions, students' critical thinking skills could be stimulated.

The discussion about students' anxiety opened up a different area of investigation. This provided an opportunity for the change agent to go into counselling, acting on the assumption that to be able to help their students, teachers have to be aware of what they are capable of (Rogers, 1989).

Learning And Applying Theory

This phase was mainly a series of workshops on psychology. The topics covered were Gestalt therapy (Zinker, 1977); transactional analysis, whole-person learning, interpersonal learning, reflection techniques and active listening skills. On the basis of what they had learned in the workshops, the clients were asked to come up with a class profile. This meant identifying and classifying their students according to the criteria we had talked about (e.g. competent versus incompetent; see Appendix I). On the whole, they felt that this was not an easy task.

Business Continued

It should be noted that by this time the clients had nearly forgotten about the action research project on reading and were experiencing a process of working on self-discovery. It was time for action. First a reading passage was chosen, then a pre-reading activity and comprehension questions were prepared. (See Appendix I). Half of the comprehension questions written were similar to the ones in students' books and half were those that the clients thought would provoke critical thinking for purposes of comparison.

The clients did the activity in their classrooms, starting with the pre-reading activity. The whole activity was recorded. Then, four students from each class, two good and two poor students were interviewed by the clients. (See Appendix I). An analysis of the results showed that the students found the critical thinking questions difficult and liked answering the "easy" questions--those that had a short, mostly one-word answers that were obvious from the text.

Evaluation

Having finished a year of collaborative work, the clients reflected on the work and the data collection methods. The evaluation criteria were going to be developed collaboratively; however, the clients said that they needed the help of the agent. The three higher priorities criteria from curriculum theory (Bellon and Handler, 1982) were suggested and used as the criteria for evaluation at the last action research meeting (ARM-25).

1. Worth : Is the attempt to close the gap a worthwhile activity? As an answer to this question, the following decision was taken: "Although we are dealing with a seemingly small-scale innovation, this can lead to the materialization of further innovations with greater impact and on a larger scale. We will have provided firm grounds on which to base any innovation to be implemented in the future. Therefore, the whole attempt is worthwhile."

2. Feasibility : If we have the goals, which ones are feasible to close the gap? The clients said that they had to investigate whether they have the materials or equipment necessary first to create the desired impact on students. Then the issue could be taken to the administration to be investigated further .

3. Impact : Which goals would have greater impact, influence a greater number of people?

Finally, the clients said that if such a decision is taken, it will undoubtedly have a great impact on all the parties involved because they strongly believe that the critical thinking ability of the students will be enhanced .

Preparing for the Coming Year

In talking about their plans for the coming year, the clients regretted that they had not done sufficient background reading, for instance none of them had been able to finish reading "Understanding Second Language Classrooms" by David Nunan (1989). Therefore, they decided to continue reading over the summer. Furthermore, each of the clients volunteered

for an area to read about, namely critical thinking skills, reading, action research, other types of research, learning strategies, and psychology.

Having finished a year of research also meant reflecting on what was achieved and what was still needed to be done . The clients determined the issues that they did not have the opportunity to deal with and , as a result, came up with the following recommendations for the coming year:

1. Survey types of questions in books and in exams.

2. Survey literature concerning critical thinking skills.

3. Do peer observation.

4. Keep diaries regularly.

5. Be more organized. Consider the technical details and try better time management.

This, then marks the end of the account of the first year of the study and Episode 1 of the plot.

1992-1993

Preliminaries:

In the first meeting of this year, there were 4 newcomers . The group members seemed closely knit together and happy to be back. It was decided that someone other than the agent needed to take minutes of the meetings. We decided to prepare a newsletter; however, this project was dropped because the two clients who had volunteered for the preparation of the newsletter dropped out. We also decided to record the meetings this year, which meant discussions had to be held in English.

Despite the fact that meeting at clients' homes meant sparing time from their private lives , the clients continued to meet. It was realized that for this project to continue the meeting location had to be outside school and outside working hours so that everyone could get together and stay as long as required. The personal development activities were done with the newcomers who came half an hour before the meeting started.

We started to prepare for our presentation to the Administration. How each person was going to contribute to the presentation was carefully planned and rehearsed. The meeting went as planned; everyone was satisfied. There was a technical problem with the audio recording; as a result we could not have a good quality recording of the presentation. Yet, on the whole, the clients felt that they had achieved what they had aimed at. They did acknowledge however, the need to read more theory. The agent's small experiment to test the motivation of the clients did lead to a loss of motivation that lasted for a few meetings. This was resolved, however, on confession of the agent.

Reflection and Review of Literature

We reflected on what we had done the first year. Following that, the clients and agent presented theory on reading and critical thinking skills from various sources. In addition, we reflected on the questionnaire results from the previous year. Discussions revolved around how we could integrate theory with practice. We decided to give a second questionnaire to identify better the problem that the students had in reading as we thought the first questionnaire was general; now we needed to be more specific in the light of what we had learned about critical thinking skills. The need to be more systematic with diary writing also became apparent.

Second Meeting with the Administration:

Similar to what we had done prior to the first meeting, we planned for the second presentation to the Administration. This time the presentation was videotaped. The presentation, the clients thought, was a little too theoretical; however, it was decided that that was necessary. As a next step, we decided to survey the kinds of questions given in textbooks.

Action

Reflecting on our data collection, it became apparent that we needed to be more systematic in our data collection. The decision was to investigate the types of questions in exams and in textbooks. The clients, in pairs, took the responsibility of investigating the question types in previous exams of this year and in textbooks used at intermediate level. In the meanwhile, clients did peer observation of reading classes of some colleagues. Finally, although the initial decision was to prepare a different questionnaire, the clients decided to administer the questionnaire as it was , this time to their classes only. The new client who joined the project this year called to our attention the fact that the results of the questionnaire from last year may not have been computed correctly. Using her contacts, she had the data re- analyzed through SPSS, a computer program specifically designed for survey analysis. The results of the second analysis were indeed different.

Crisis

Following the semester break, we were informed that each of us had been assigned classes in different classrooms, contrary to our request at the second meeting with the Administration. The following negotiations with the Administration did not prove to be

fruitful as all the class arrangements had already been made. This caused frustration among the clients; in fact one client announced that she wanted to drop out of the project.

Resuming Action

Having experienced a period of frustration, we started meeting again, this time in the afternoon (5 P.M.). From this point onwards, the meetings continued with discussions on critical thinking skills, questionnaire results, and planning for more action. In the meanwhile, the idea of a third meeting with the Administration was not welcomed on the grounds that clients did not feel they had gathered sufficient data for presentation. A follow-up questionnaire was designed to be administered in clients' own classes. A few meetings were spent on coding the answers. As a result, a semantic mapping activity was planned and implemented in clients' classes.

Evaluation

Similar to what was done at the end of the previous year, the end of this year was a time for reflection and evaluation of what we had done so far. Firstly, what was done at each meeting was reviewed (ARM-33). What we gained from the project in terms of theory and practice was discussed. Then followed the formulation of recommendations and criticisms. The goal of the project was set as stimulating critical thinking in reading. Three steps were designed to achieve this aim:

a) To make students aware of their problems;

b) To help students judge the relevance, consistency and credibility of what they read;

c) To enable students to make inferences and draw reasonable conclusions about what they read.

The recommendations for the future were as follows:

1. Make a detailed action plan.

2. Develop a passage reference file (some work can be done over the summer).

3. Do not get demotivated easily; be prepared for shocks.

4. Do not try to enlarge the group. If people volunteer to participate, then accept.

5. Get someone to transcribe the meeting cassettes.

6. Continue meeting at home (5:00 P.M.) (meeting at school is not satisfactory).

7. There should be a two-month period at least before we meet with the Administration so that we have data to present to them.

8. Be ready to deal with all levels.

1993-1994

Preliminaries

The year began with a reflection of the recommendations of the previous year. We went over each recommendation discussing what could be done as specific steps, hence an action plan. We started writing diary entries at the end of meetings. A client who participated the first year rejoined us having finished her M.A., thus making a total number of 4 clients involved in the project this year.

Focusing On Problem

With the contribution of the new client, the focus of investigation shifted to self-questioning in reading. Discussions of articles, presentations and demos by clients dominated the first meetings. The group discussions seemed more structured, hence less interference of the agent to structure discussion. In addition, this year, the agenda for the

next meeting was set at the end of the previous meeting. The clients started chairing meetings. However, as we did not have the opportunity to listen to previous recorded meetings, at times, it seemed as if we were repeating ourselves. One of the clients was having health problems and almost dropped out of the project. However, with the support of the group, she was able to remain in the group.

Action and Reflection

The semantic mapping activity done last year was redesigned as action for this year. In the meanwhile, background reading and presentations continued. The clients implemented the activity in their classrooms and got feedback on the activity from their students.

Reviewing the recommendations from last year, we discovered that we were not abiding by our own rules. For example, we could not read one article per month. This was a time of reflection, assessing ourselves in terms of what we were able to do and what we could not achieve. The clients decided to reflect on these issues further in the semester break.

Investigating Critical Thinking

With new impetus, the investigation of question types in textbooks started. The aim was to make explicit the approaches of the textbooks to critical thinking in reading. The clients implemented critical thinking questions in their classes and analyzed the student responses. It became clear that a majority of the students were not able to answer the critical thinking questions. This brought the issue of the need for training the students in critical thinking skills.

Going Public

The METU ELT Convention 1994 provided a forum for the clients to exchange their ideas with colleagues. They said that they were confident of what they knew in terms of critical thinking and were happy to share their knowledge with their colleagues. One client in fact remarked that she felt she knew more than the speaker at a session about critical thinking skills.

Evaluation

As was the usual procedure, it was time for evaluation. This time the agent asked the clients to assess the feasibility of a collaborative research based approach to teacher empowerment. This was a very valuable discussion both in terms of the feasibility of this approach and as some form of self-assessment of the past three years for the clients (See section "Thematic Organization" for the themes brought up in this discussion).

Epilogue

The clients continued to meet in the academic year of 1994-1995 on a regular basis. Although the research project had come to a close on an official basis, (as requirement of this thesis) the clients did not want to give up their group project. The project was intended to continue the following academic year 1995-1996; however, this was not feasible as one of the clients started her M.A., two went to the U.S.A for their doctoral studies.

6.5.3 Natural History

This section presents process as progressive movement. As mentioned in Chapter 5, one way of analyzing process is to "view it as progressive movement, reflected in phases or stages" (Strauss and Corbin, 1990, p.152). The three tables present time-ordered matrices (Miles and Huberman, 1994) to show the natural history of the study, hence the progressive movement of teacher empowerment in the context of the study. As can be seen in the tables, the data have been arranged in chronological order.

A time-ordered matrix is intended to give the reader an overall view of what has happened in terms of process (Hammersley and Atkinson, 1992; Miles and Huberman, 1994; Wolcott, 1994). That is to say the matrix is intended to give a recounting of major events and to make explicit the flow of events that took place in three years. This study intends to present the major domains of activity which in turn can lead to the identification of competencies required for action in Conversations with Self and Settings as stated in the research questions.

Only then can one present a discussion of the major argument of this thesis, a collaborative research based approach to teacher empowerment. This kind of a descriptive narrative is essential in order to give the reader a "sufficient background to form their assessment" of the process of empowerment and its circumstances before the researcher can "offer thoughts as to what might be done" (Wolcott, p.64). This narrative is different from the Plot in that it focuses on major events, domains of activity, in the natural progress of events, hence preparing the grounds for the analysis of action as non-progressive movement.

6.5.3.1 *Activities in First year of Action Research Project*

Table 6. 5 presents the progressive movement of the first year. As can be seen from the table , the initiation of the collaborative action research project starts with the change agent meeting with the clients following the advertising done by the change agent. Initiation into the project is provided by a presentation on action research by the agent and a presentation on research methods by a client. The first step in action research problem identification is completed in action research meeting 3 (ARM-3).At this meeting, the agent introduces diary writing. Action continues with questionnaire administration to students and teachers in the institution. The clients help to pilot, translate, type and administer the questionnaires designed by the agent .

Following the semester break, the meetings continue at clients' homes. The agent has the clients review past work, makes presentations on triangulation and group therapy. Until ARM-19, the various activities that take place are: discussion, summary and review of meetings, reflection, presentation both by the clients and agent, and counselling workshops delivered by the agent. The two domains of activity, review and reflection are different in that in review what is done as past work is discussed. In reflection, however, the personal opinions about the experiences of the clients while going through the past work are integrated in the discussion. Diary writing as an activity turns out to be problematic.

Action is resumed with the preparation of a reading text with critical thinking questions that follow the text and a pre-reading activity (ARM-19).The implementation of the activity is again followed by reflection and discussion of the results of the activity in

Table 6.5 Time Ordered Matrix (1991-1992)

MEETING NO.	DATE	PLACE	CLIENTS PRESENT	EVENTS
ADVERTISING FOR PROJECT				sending memo to all colleagues at department advertising by word of mouth finding interested clients through personal contact
1 (Group 1)	Jan. 8, 1992	Seminar Room	A, B, C, D, E, F, G	**introduction to project** workshop activity-the Quaker Model diversion from task a second diversion from task reflection on activity brainstorming for problem identification **presentation on action research** negotiation of meeting schedule
1 (Group 2)	Jan. 8, 1992	Teachers' Lounge	H, I, J, K, L, N	**introduction to project** workshop activity-the Quaker Model reflection on activity brainstorming for problem identification **presentation on action research** negotiation of meeting schedule
2 (Group 1)	Jan. 14, 1992	Seminar Room	A, B, C, D	presentation on research methods brainstorming for problem identification decision to read theory
2 (Group 2)	Jan. 16, 1992	Seminar Room	I, J, K, L, M, N	presentation on research methods repeated brainstorming for problem identification
3 (Group 1)	Jan. 17, 1992	Seminar Room	A, B, C, D, E	review of presentation on research methods problem identification completed: decision to investigate reading decision to administer questionnaires to teachers, students and testers discussion of chapter 1 of book (Nunan)
3 (Group 2)	Jan. 17, 1992	Seminar Room	I, M, N	review of presentation on research methods problem identification completed: decision to go along with investigation in reading **introduction to diary writing** discussion of small-scale investigation about problems of students by client decision to investigate reading comprehension and extensive reading
4 (Group 1)	Jan. 21, 1992	Seminar Room	A, B, E	**piloting of questionnaire prepared by change agent on clients**
4 (Group 2)	Jan. 21, 1992	Seminar Room	I, L, N, O, T1	**piloting of questionnaire prepared by change agent on clients continued**
preparation of questionnaire	Jan. 22, 1992	Resource Room	A, A1, A2, A3, E, I1, I2, I3, I4, I5, I6, I7, J, L, N, O, P, Q, R, R1, R2, S1, T2, T3	**piloting of questionnaire on administrators and colleagues in the morning and afternoon** translating questionnaire piloting on students
administration of questionnaire	Jan. 24, 1992	2 classes of advanced, 2 classes of intermediate, and 2 classes and repeat levels	A, B, D, E, P, S	clients delivering questionniare copies to morning classes clients collecting questionniare copies clients handing in questionniare copies to CAG
administration of questionnaire	Jan. 24, 1992	16 classes of beginner level	I, J, L, M, N, Q	clients delivering questionniare copies to afternoon classes clients collecting questionniare copies clients handing in questionnaire copies to CAG
5	Jan. 30, 1992	Seminar Room	A, C, D, E, L, N, S	**announcing agenda for meetings** elicitation of client reasons for joining project making an action plan decision to meet at clients' homes
SEMESTER BREAK				time assigned to complete reading (Nunan) time assigned to do reflection on action
6	Feb. 27, 1992	D's house	A, B, C, D, E, L, M, N	first meeting at client's home **review of past work** **introduction to triangulation** **introduction to group therapy** presentation on affective factors discussion of choice of text for reading project book reading (Nunan) not completed

7	March 4, 1992	CAG's office	A,, B, E, L, M	summary of previous meeting decision to choose text from textbook discussion of data collection methods decision to do "Tuning In" following week
8	March 17, 1992	CAG's office	L, N, S	discussion of findings of "Tuning In" client bringing article to be read (Grabe)
9	March 24, 1992	M's house	A, B, E, L, M, N, S	**summary of previous meeting** discussion of findings of "Tuning In" continued discussion of what is to be done in reading decision on cause of reading problems: ss mental block decision to learn about student psychology decision to increase self-awareness
10	March 31, 1992	CAG's house	L, M, N	clients writing memo to clients discussion of general conduct in group
11	April 2, 1992	CAG's house	A, B, E, L, M, S	presentation on transactional analysis **presentation on Gesltalt psychology** discussion of possible applications of transactional analysis in various situations with students **introduction to counselling** discussion of questionnaire results
12	April 9, 1992	B's house	A, B, E, L, M, N, S	counselling workshop-activity 1 (self-awareness) reflection on self awareness worskhop activity-1 **presentation on possible counselling behaviors** counselling workshop-activity 2 reflection on activity **presentation on intimacy, affection and rejection** **task: to make a class profile** discussion on choice of text for reading project
13	April 16, 1992	A's house	A, E, L, M, N, S	discussion of why psychology exchange of experiences with students exchange of experiences with different kinds of people review of counselling behaviors counselling workshop activity-3: roleplay incompetent vs competent class profile not completed
14	May 5, 1992	E's house	A, E, L, M, N, S	discussion on progress of class profile active listening workshop activity-1 active listening workshop activity-2 active listening workshop activity-3 reflection on activities **presentation on active listening: Barriers to Effective Listening**
15	May 11, 1992	N's house	A, E, L, M, N, S	**presentation on active listening: A Deeper Look at Barriers to Effective Listening** **presentation on Active listening: Reflection** **presentation on possible therapist responses** active listening workshop activity-4 reflection on activity disucssion of clients rating themselves as listeners demo of listening and reflection by two clients demo of listening and reflection by two clients class profile not completed
16	May 21, 1992	S's house	E, L, M, N, S	**clarification of why psychology** client summary of previous meeting counselling workshop activity-4 **presentation on stages of the problem-solving process** **presentation on the Johari Window** decision to apply the stages of the problem-solving process to identification of student problems class profile not completed
17	May 31, 1992	L's house	L, M, N, S	discussion of session at ELT Convention **review of the Johari Window: implications for change** discussion of inter-group conflict discussion of problems students have in reading collection of student paragraphs on problems not completed class profile completed
18	June 2, 1992	A's house	A, E, L, M, N, S	summary of last two meetings discussion of session at ELT Convention with clients absent at the pevious meeting discussion of inter-group conflict sharing past problem solving experiences discussion on what can be done in reading
19	June 3, 1992	CAG's office	A, M, S	decision to start action decision to meet the same evening to prepare text and questions on text

20	June 3, 1992	M's house	A, M, S	choosing text from texts brought by clients discussion on kinds of questions to ask discussion of a warm-up exercise as a pre-reading activity job distribution for preparation of activity
21	June 4, 1992	CAG's office	A, E, L, M, N, S	writing comprehension questions to text chosen arranging for the typing of the activity arranging for making copies of the activity
implementing activity	June 5, 1992	clients' classrooms	A, E, L, M, N, S	pre-reading activity: role play done and recorded by some clients reading post-reading: critical thinking questions answered by students interviews with 2 good and 2 poor students recorded
22	June 5, 1992	CAG's office	A ,E, L, M, N, S	reflection on implementation of activity **giving questionnaire on activity to clients**
23	June 16, 1992	CAG's house	A ,E, L, N, S	**collection of questionnaire on activity from clients** discussion on transcription of activity discussion on transcription of interviews with students reflection on activity and interviews diary entries not completed discussion of newsletter by Welyczko **distribution of article on diary writing** decision on format of diary entries review of past meetings **distribution of article on research**
24	June 22, 1992	N's house	A, E, N, S	personal talk --casual diary writing not completed discussion on article on action research (Cohen and Manion) transcription of activity not completed (two clients handing in their transcripts) discussion on article by Hopkins review of our research methodology as compared to stages in article review of results of questionnaire on reading comprehension discussion of results--possible justifications for student responses
25	June 24, 1992	A's house	A ,E, L, M, N, S	personal talk **summary of principles of action research** review of the stages of the action research spiral **discussion on steps involved in the stages of the action research spiral** discussion of the implementation of action research steps in project evaluation of project reflection on learning in project formulating recommendations for the next year diaries not completed--asking for submission of diaries before leaving for summer **expressing thanks and feeling of pride**

comparison to questionnaire results. The year ends with evaluation of action and as a part of action research spiral and evaluation of the project. Diary writing remains a problem; the clients submit their diaries before they leave for the summer break.

When viewed from the perspective of input, the agent seems to have given most of the input. This is both on personal development in the form of workshop activities, and distribution of articles for background reading and the structuring of discussions.

To conclude, the matrix suggests a chronology of activities for the first year of the action research project as follows:

a) introduction of an activity or theory by change agent,

b) review of past work or theory,

c) reflection on activity, past work or theory,

d) discussion of action to be taken

e) action

f) reflection on action

g) evaluation

h) diary writing

6.5.3.2 *Activities in Second Year of Research Project*

Table 6.6 presents the progressive movement of events of the second year of the action research project. As can be seen from the table , this year, the meetings start with review of past work in order to initiate new clients into project and to reflect on past work. In this review and reflection process, clients make use of their diaries. From the beginning, until action research meeting 11 (AM-11), the clients are preoccupied with the preparation for the two meetings with the Administration. We thus see review, reflection, discussion and preparation for the presentations.

Table 6.6 Time Ordered Matrix (1992-1993)

MEETING NO.	DATE	PLACE	CLIENTS PRESENT	EVENTS
1	Oct. 7, 1992	N's house	A, I, L, M, N, P, Q, S, T	setting agenda for meeting discussion on when and where to meet client pregnant therefore role in project only as evaluator uncertainty of newcomers' commitment to project negotiation of meeting schedule decision to have the meetings in English decision to record meetings **introduction of newcomers I, P, Q, T** decision on information exchange to newcomers through diaries job distribution for preparation of newsletter decision for note taking at meetings : client in addition to agent
2	Oct. 14, 1992	E's house	E, M, N, P, S, U	**announcing newcomers will not be working in project** preparation for newsletter postponed new client joining project setting agenda for meeting reviewing past work through client diary discussion of a framework for presentation to the Administration reflection on client purpose in joining project discussion on group formation comments on change **recalling client reasons for joining project** further comments on client reasons for joining project **confirmation of drop outs with clients** **starting discussion on reflection on action** doing member check from diaries checking each meeting for data, participants and topics discussed confusion over cassettes of the recorded reading activity reflection on action continued **questioning the validity of mini-class discussions** **commenting on the need to be more sytematic in data collection** suggestions for future data collection getting input of client on reading further discussion on student problems in reading feeling the need to make a detailed action plan **reminding clients of recommendations written at the end of last year** confessions about intergroup conflict discussion on reflection on action continued **review of evaluation criteria**
3	Oct. 19, 1992	M's house	M, N, P, V, U,	new client joining application of psychology workshop activties with newcomers half an hour before the meeting **solving technical problem with recording** application of transactional analysis on new clients personalization of theory of transactional analysis new clients sharing experiences discussion of presentation for meeting with Administration introduction to Kaizen--continuous improvement discussion of job distribution for presentation to Administration writing future directions **confirmation of job distribution**
Meeting with Administration	Oct. 21, 1992	Video Room-6	A1, A2, A3, A4, A6, TE1, TE2, TE3 E, L, N, P, S	presentation of project to Administration presentation according to outline prepared audiorecording of meeting
4	Oct. 26, 1992	L's house	E, L, M, N, P, S	reflection on ADM presentation reflection on feelings of clients discussion of what to do at the second ADM presentation decision to read theory client presentation of book she's read

5	Nov. 12, 1992	S's house	L, N, P, S, V	clients expressing loss of interest discussion of reasons for client loss of interest **change agent admitting purposeful withdrawal** clients relieved after agent's admission decision to read theory discussion for job distribution for reading and presenting theory
6	Nov. 17, 1992	Bena's	E, L, M, N, S, V	application of active listening with new clients client presentation on HOTS (Higher Order Thinking Skills) presentation of key points in thinking skills presentation of article by Finocchiaro on critical thinking summary of good reasoning abilities definition of a critical thinker summary of presentation presentation on stages of intellectual development
7	Nov. 24, 1992	V's house	M, N, P, S, V,	decision to write diary entries at the end of meetings discussion of transcribing meeting cassettes **announcing second ADM meeting** presentation on second article on critical thinking (Siegel's categories of critical thinking) discussion of how to relate critical thinking theory into practice presentation on action research (Kemmis and McTaggart) summary of important points client presentation of article from journal (action research) (background information on Project LEARN) (results of Project LEARN)
8	Dec. 2, 1992	P's house	E, L, M, N, P, S	client chairing meeting according to agenda determined last week discussion of definition of critical thinking in the light of what's read so far discussion of how to integrate critical thinking theory into our situation discussion of whether language is a barrier to critical thinking discussion of difference between reading on tests and in class discussion of possibility of integrating language and critical thinking discussion of changing from the topic of critical thinking and shifting into language acknowledging the importance of language proficiency in critical thinking discussion of relation of critical thinking skills to language learning strategies discussion of what thinking is in own culture client chairing summarizing discussion discussion of how much textbooks taught do not enhance critical thinking discussion of making other teachers become aware of teaching critical thinking skills discussion of difference between critical thinking skills of intermediate and beginner levels students **recalling questionnaire results** discussion of whether we can identify the problem discussion of what to do with advanced students
9	Dec. 7, 1992	N's house	E, L, M, N, P,S	**announcing agenda** defining critical thinking decision to give another questionnaire to find out what the problem is **elicitation of clients own definition of critical thinking** reaching an agreement on definition of critical thinking decision to plan now and implement action next semester **suggesting peer observation of clients (one another)** discussion of whether clients like peer observation making an action plan discussion of how to administer questionnaire discussion of job distribution for second ADM meeting discussion of suggestions to be made to the Administration commenting on change confirming logistics of ADM meeting
Second meeting with Administration	Dec.10, 1992	Seminar Room	A1, A2, A3, A4, A6, TE1, TE2, TE3	background information on action research brief information on first questionnaire theoretical information on critical thinking our definition of critical thinking our plan of action suggestions to the Administration

10	Dec. 15, 1992	L's house	L, M, N, S	**elicitation of client impressions of second ADM meeting** client chairing meeting discussion of whether textbooks enhance critical thinking survey of three textbooks decision to survey types of questions asked on midterms calculation of how many midterms need to be examined
11	Dec. 23, 1992	M's house	L, M, N, P, S	casual talk client chairing meeting discussion of whether client would like to work as testers clarification of two different versions of client definitions of critical thinking discussing item analysis relate discussion with tester on item analysis remembering goals or project **suggesting we listen to tapes to refresh our memories** discussing the possibility of doing statistical research **giving examples of action research types** discussion on what and how to analyze (test questions) client summarizing article (Syllabus Design) discussion of tester's M.A. thesis on testing reading comprehension surveying different questions types on midterms two clients have made notes of for the group decision to learn about how to analyze test questions until next meeting client summarizing discussion points of meeting
12	DEc. 29, 1992	S's house	M, N, P, S	client chairing meeting client summarizing action--calculation of means for each question on mid term-2 announcing problem with missing values inquring about whether to start with missing values decision to go over mid terms papers again decision to discuss findings next week discussion of mean scores discussion of which mid term questions are critical thinking questions discussion of why low success rate with factual questions realizing the difficulty of assessing mid term questions as factual or critical thinking questions discussing the possibility of peer observation to triangulate information on critical thinking from books and exam questions discussing possibility of doing another reading activity concern for presenting results to Administration at next ADM meeting decision to make a more entertaining presentation for the next ADM meeting discussing what we would say if asked our suggestions discussing techniques from HOTS project discussion of how we can fit in critical thinking training in the classroom decision to give students training (in own classes) one hour per week discussion of possibility of asking administration to integrate critical thinking in syllabus not enough time to give questionnaire, and do training **reflection on questionnaire results** task: client to investigate Chi-square determining schedule for peer observation determining which classes can be observed **determining job distribution of whatever is happening** **inquiry about chairing meetings** **clarifying jobs for everyone**
13	Jan.5, 1993	UN's office	L, M, N , P, S	client chairing meeting as agreed discussion of percentages of kinds of questions decision: success rate higher with factual questions concern about what data proves discussion of triangulation of data through peer observation, survey of books, and survey of exam questions discussion of a possible training programs for teachers at department diarywriting

14	Jan. 12, 1993	P's house	L, M, N, P, S	decision to postpone ADM meeting --not enough data client not feeling well so different client chairing reflection on peer observation done this week: clients reporting on their findings from observations discussion on whether critical thinking is done in classes observed relating staffroom talk after peer observation: teachers' curiosity about their teaching behavior discussion of potential use of peer observation at department wishing to introduce peer observation to exchange ideas discussion of the importance of teaching and not testing only discussion of how teachers may lose motivation when there are no rewards discussion of how to adapt the questionnaire discussion of action plan **task: review questions on questionnaire** discussion of purpose of giving questionnaire again **task: review questions on questionnaire** reflection on types of questions on questionnaire diarywriting
15	Jan. 19, 1993	N's house	L, M, N, P, S	different client chairing **sugggestion for having another meeting this week** discussion of possibility of having another meeting this week negotiating for meeting time discussion of whether to be in the same staffroom next semester decision to be in different staffrooms but two clients together client helps client chairing discussion of questions on questionnaire **reminding clients of the necessity for piloting** discussion on possible questionnaire administration date suggesting preparation of different questions decision to view which questions to include discussion of each question and options **recalling discrepancy between teacher and student answers on the questionnaire** discussion of a possible justification for discrepancy between teacher and student answers on the questionnaire decision to give a short open-ended questionnaire as a follow-up to the questionnaire decision to have questionnaire analyzed again using SPSS decision to administer questionnaire to this year's students and teachers
*16 Meeting not recorded is shown with an asterix	Jan. 22, 1993	Bena's office	L, N, P, S	confirming decision to give questionnaire as it is decision to administer questionnaire in clients' own classes negotiating questionnaire administration schedule
Questionnaire administration	Feb. 17, 1993	individual classes	L, N, P, S	**questionnaire not administered in two classes**
*17	Feb. 24, 1993	Bena's office	L, M, N, P, S	learning about being assigned to separate staffrooms and different shifts than desired clients' expressing frustration **frustration with being assigned class without notification** decision to talk with coordinators about possible changes
*18	March 1, 1993	Bena's office	L, M, N, P, S	shift and staffroom problems not solved discussion of activities that can be used in class to enhance students' critical thinking skills discussion which activities could be used for pre-reading, reading and post reading stages
*19		Seminar Room	L, M, N, P	client announcing decision to quit clients trying to convince client to stay in project experiencing demoralization
20	April 6, 1993	N's house	L, N, P, S	beginning meeting in the afternoon at clients' homes meeting in Turkish clients in good mood **negotiation of meeting time** client announcing possible move to another town **suggesting client find a new client** decision to come to meetings at 5 and leave half an hour for casual talk before start of meeting client presentation of textbook that teaches critical thinking skills discussion of whether textbook can be useful for our students

				client presentation on article "Discourse in Action" client presentation on HOTS discussion of whether the stages of critical thinking metacognition, inference, decontextualization, and information synthesis are done in classes at department discussion of whether critical thinking could bemotivated through group projects **drawing attention to quality circles** **sharing experience of TQM seminar attended at Brisa Company** drawing attention to the fact that students have to be engaged in emphasizing the importance of getting all the students' views on problems in a class discussion of how to involve students in some kind of quality project suggesting to prepare this semester and start next year suggesting to start immediately next year first day suggesting preparation of learning strategies and activities emphasizing the importance of conveying message that all students can benefit from development of critical thinking discussion of what can be done this semester
21	April 13, 1993	Bena's house	L, N, P, S	discussion of critical thinking activity kinds preparing a critical thinking activity bank client reporting on books on critical thinking found at USIS library inquiry into motivation of clients writing questions as a follow up to questionnaire task: ask drop out clients for abstracts of books they presented task: arrange to get a present for drop out client (gave birth)
22	April 20, 1993	S's house	L, N. S	client moving to another city has left client has questionnaires analyzed before leaving client chairing discussion of how questionnaire administration went in clients' classes discussion of questionnaire results decision to continue discussion next week client and **agent** reporting from seminar attended on learning strategies discussion on whether we should investigate learning styles follow-up open-ended questionnaire completed task: administer follow-up questionnaire in own classes
23	April 27, 1993	L's house	L, N, S	client chairing discussion of coding of open ended questions on questionnaire **distribution of article on data processing (Oppenheim)** discussion on how to code open ended questions coding answers together
24	May 4, 1993	N's house	N, S	client chairing coding continued client presentation on meta cognitive learning strategies (Carrell) **inquiry into possibility of meeting at school**
*25	May 7, 1993	Bena's office	L, N, S	client absent at last meeting not informed summarizing last meeting to client absent reviewing article on article by Carrell
*26	May 13, 1993	Bena's office	L, N	client couldn't attend because of accident discussion of results of follow-up questionnaire discussion of technique: semantic mapping mentioned in article by Carrell **task: client to prepare chart for results** decision of passage: length not important decision to choose a passage that the students know something about **task: bring a reading passage**
27	May 19, 1993	N's house	N, S	making an action plan until end of semester choosing one text from texts clients brought writing a semantic mapping activity on passage discussion of whether what we are doing is in the area of general thinking skills or learning strategies
28	May 28, 1993	S's house	L, N, S	reflection on action (semantic mapping activity) discussion of future plans **encouraging clients to write an article for journal** **suggesting idea for article: working as a group in an action research project** **task: think about what points to talk about in article**

29	June 8, 1993	N's house	L, N, S	client recovering and back at school starting to review meetings reviewing first ten meetings comparing notes discussion of what to write in article for journal
30	June10, 1993	Bena's office	L, N, S	review of meetings continued review of next four meetings clients not certain about writing article for journal
31	June 14, 1993	Bena's office	L, N, S	review of meetings continued review of next ten meetings **task: what we gained this year, recommendations, future directions and plan for the summer**
32	June 16, 1993	Bena's office	L, N, S	review of meetings continued review of remaining meetings **task: think about gains this year**
33	June 19, 1993	S's house	L, N, S	client chairing discussion of gains this year recommendations and criticism discussing the image of the group discussion of problem identification clients sharing personal and professional reactions to certain incidents writing recommendations for the future

Reflection additionally includes intergroup conflict and loss of interest. The conflict that seems to have its roots in the first year is discussed and the tension resolved (See related section in Thematic organization for an elaboration of the intergroup conflict). As for loss of interest, clients feel relieved after the agent's admission of deliberate withdrawal.

The reflection of these two issues in addition to the impression that the second meeting with the Administration was considered theoretical triggers action (ARM-6). Clients start to survey the questions in exams and in textbooks, continue with the preparation of a critical thinking activity bank and the administration of the previous year's questionnaire in clients' classes to be followed with an open-ended follow up questionnaire. Then a semantic mapping activity is designed and implemented. The year ends with evaluation.

The chronology of activities as suggested by the findings presented in the table is similar to the first year. However, this year the agent interferes less with clients doing more discussion, decision-making, reflection and action. In terms of theoretical input, the agent

seems to have given less compared to the first year. The agent's interference in discussion is mostly related to elicitation of the discussion of results, findings, or impressions. In terms of other domains of activities, we can observe reflection on action and review of past work. Diary writing remains a problem.

Thus, we see similar domains of activity as compared to the first year of research. At meetings, the decision-making instances seem to be more than the first year. This year the personal development activities are repeated with the newcomers. In terms of input by the agent, the Kaizen concept (Imai, 1986) from Total Quality Management is introduced. There are no additional personal development activities. In terms of reading , more articles are distributed. More reading can be done as clients share chapters or sections of books and articles to read. They then discuss them at the meetings. There is also peer observation as part of action. In addition, a group crisis arises. The crisis seems to have arisen because of the placement of the clients on different shifts and different staffrooms by the Administration, against the wish of the clients.

To conclude, the chronology of activities suggested by the matrix for the first year is also valid for this year. In addition, the three different events of this year are the two meetings with the Administration, group crisis, loss of interest, member checks, and peer observation.

6.5.3.3 *Activities in Third Year of Research Project*

Table 6.7 presents the progressive movement of events of the third year of research. As the table shows, the domains of activity are similar to the first two years. We see activities such as discussion, decision-making, reflection on action, review of past work and action. This year the clients start to chair meetings. As can be seen from the table, the agent announces the agenda before the meeting only in one case. In most cases, the clients decide on the agenda themselves and chair the meetings.

This year there are no personal workshop activities. In addition, there seems to be less discussion and more action. As can be seen from the table, discussions are not on theory but on practice, in other words what to do in terms of action. Presentations on theory are geared towards the design of activities. Thus, on the one hand, while clients deepen their investigation of critical thinking by going into learning strategies, on the other, they learn about and try out techniques, for example the Socratic technique (Pogrow, 1990). As was the case last year, clients share the reading to be done and discuss at meetings. Peer observation continues; however, this year the clients observe one another instead of other colleagues who are not involved in the research project. Diary writing is still not systematized despite the fact that time is spared for writing diary entries at the end of meetings. Similarly, a file containing all the documents used in the project can not be prepared.

In fact, there seem to be more instances of decision-making this year. One decision-making instance concerns the future of the group; clients discuss the possibility of carrying out their research project as a quality circle. This year includes the agent's

Table 6.7 Time Ordered Matrix (1993-94)

MEETING NO.	DATE	PLACE	CLIENTS PRESENT	EVENTS
1	Sept. 26, 1993	N's house	M, N, S	client rejoining negotiating meeting schedule discussion of advertising project school wide decision to use MEDU to advertise project school wide discussion of involving students discussion of action as a quality circle decision to subscribe to some journals
2	Sept. 30, 1993	S's house	B, N, S	client rejoining dropping out client rejoining summarizing project to client rejoining reflection on our thinking of critical thinking client rejoining explaining reasons for rejoining project decision to do Tuning In discussion of steps in Tuning In
3	Oct. 5, 1993	B's house	B, N, S	reviewing our objectives making an action plan **task: client rejoining to make a presentation on self-questioning** **task: client to make presentation on learning strategies**
4	Oct. 12, 1993	UN's office	B, L, N, S	casual talk client chairing summarizing to client absent for three meetings presentation on self-questioning presentation on learning strategies
5	Oct. 19, 1993	L's house	B, L, N, S	client chairing review of critical thinking from HOTS clarification of stages of critical thinking **task: to think of action plan** **task: to file articles, handouts**
6	Oct. 26, 1993	N's house	B, L, N	client chairing writing detailed action plan determining next week's agenda
7	Nov.2, 1993	B's house	B, L, N	**announcing agenda** client informing questionnaire copies ready discussion of client's health (client absent) discussion of how to keep client in project **reminding clients of book client borrowed from USIS (by Thomas)** **reminding client of passages from book by Thomas** commenting on not enough time to read book **task: to share chapters and present** book choosing text from texbook making outline of activity--semantic mapping to be done in class
*8	Nov. 16, 1993	L's house	B, L, N	discussion of how to keep client having health problems in project decision to visit client having health problems to show our concern and support reflection on semantic mapping activity reflection on peer observation of semantic mapping activity discussion of questionnaire results
9	Nov. 23, 1993	S's house	B, L, N	client not dropping out summarizing activity and peer observation to client organizing file demo on self-questioning presentation of article on self-questioning (Sternberg)
10	Nov. 30, 1993	N's house	B, L, N	client chairing first time presentation of book in turns discussion of experiences in class client wil try activity from book

11	Dec, 7, 1993	Bena's house	B, L, N, S	client not being able to do second demo on self-questioning negotiation getting together to write an article working out the mechanics of writing article reminding clients of file organization client putting her handouts in file decision to put in what everyone has in file decision to write missing summaries together because of difficulty of finding past summaries **evaluating ourselves: where we are** reminding complaints from last year: not enough action inquiry into impressions on action clients reflection on semantic mapping activity decision to postpone review of self-questioning
*12	Dec, 14, 1993	Ls house	B, L, S	client presentation on self-questioning definition of self-questioning kinds of psychological processes in self-questioning instructional implications of psychological processes in self-questioning determining agenda for next meeting
13	Dec. 21, 1993	B's house	B, L, N, S	client summarizing main points of discussion to client absent at last meeting client summarizes three aspects of self-questioning client demo on self-questioning decision to give a questionnaire to get student feedback to semantic mapping activity
14	Dec. 28, 1993	N's house	B, L, N, S	client chairing meeting client announcing agenda discussion of writing a short questionnaire to get student feedback to semantic mapping activity decision to start with warm-up discussion before questionnaire confirmation of aim in critical thinking investigation
15	Jan. 4, 1994	S's house	B, L, N, S	client chairing meeting client announcing agenda reviewing questions prepared in terms of objectives **suggesting giving a one-question questionnaire** **inquiry into progress on file organization** decision to put diaries in file difficulty of remembering complete book references reminding client of writing article **suggesting we write article during semester break** discussion of clients' plans for semester break discussion of reasons for not doing more practical work reflection on what we could and could not do
16	Jan. 19, 1994	Bena's house	B, L, N	reflection on what we could and could not do continued making a list of what we couldn't do writing recommendations for the future
17	Feb. 21, 1994	Bena's house	B, N, S	client summarizing to client absent at last meeting client reflection on action-semantic mapping discussion of how to develop a model for self-questioning client explanation of dialogue model for self-questioning decision to do group work of using dialogue model for self-questioning discussion of relating self-questioning to reading comprehension decision to have students think of what and why they don't understand while reading
18	March 3, 1994	N's house	B, N, S	client chairing client not able to plan and implement a lesson to practice self-questioning in reading client summarizing last meeting setting agenda together establishing goals of self-questioning discussion of how to integrate semantic mapping and self-questioning in reading discussion of how to put self-questioning into practice
*19	March 7, 1994	B's house	B, L, N, S	client announcing agenda summarizing to client absent brief presentation of article on self-questioning by client surveying various textbooks to find types of critical thinking questions asked brief presentation of article on self-questioning by client task: to review notes on critical thinking

20	March 17, 1994	S's house	B, L, N, S	client chairing review of critical thinking not done **distributing passage (Cataracts)** clients reading passage (Cataracts) **distributing categories of questions based on Bloom's taxonomy** discussion of kinds of questions
21	March 21, 1994	L's house	B, L, N, S	client announcing agenda **summarizing last session** discussion of difference between inference and interpretation **review of critical thinking notes (HOTS)** recalling Socratic technique from critical thinking notes trying out Socratic technique
22	March 28, 1994	N's house	B, L, S	personal talk--concern with political situation summarizing last session reflection on exercise on Bloom's taxonomy discussion of how much time left recalling the "why" technique client sharing experiences in using the "why"technique client concern about not seeing student improvement with use of technique reporting student impressions of improvement of their reading skills sharing experiences of reading texts done in class discussion of feedback received from students making an action plan for the rest of semester discussion on definition of critical thinking discussion of level of critical thinking intended
*23	April 4, 1994	Bena's house	B, L, N, S	casual talk discussion of political situation decision not to have a meeting but just to chat discussion of how to sort out file decision to divide file into subjects dealt with in project
24	April 11, 1994	S's house	B, L, N, S	client chairing discussion of ways of documenting students' progress review of points raised at last meeting client sharing experiences with using semantic mapping with 4 texts decision to show progress by asking students' critical questions and collecting student answers on regular basis task: review question for two units in textbook to modify into critical thinking questions
25	April 18, 1994	L's house	B, L, N	client chairing reading student answers to questions to formulate levels of critical thinking **task: articles to read for each client**
26	April 25, 1994	B's house	B, L, S	client announcing agenda clients not having read articles decision to postpone article discussion till next meeting reading student answers to questions to formulate levels of critical thinking continued
27	May 2, 1994	N's house	B, L, N, S	client announces agenda clients not having read articles reading student answers to questions to formulate levels of critical thinking continued
28	May 16, 1994	Bena's house	B, L, N, S	reflections on sessions clients attended at METU ELT Convention reflection on session on critical thinking at METU ELT Convention clients expressing their confidence in dealing with critical thinking decision not to try to convince others but present what they know clients expressing problem with diary writing
29	May 30, 1994	L's house	B, L, N, S	casual talk **agent forgetting to bring handout on time management** **checking meeting numbers with clients** reminding clients of review from meeting 1 to 10 reviewing meetings from 11 to 16
30	June 6, 1994	S's house	B, L, N, S	reviewing remaining meetings
31	June 16, 1994	B's house	B, L, N, S	last meeting inquiry into feasibility of a collaborative research based approach to teacher empowerment by asking questions about: structure of group, becoming aware of personal and professional capabilities, taking responsibility for professional development, and possibility of using these capabilities for own agenda of change

attempt to motivate clients to writing an article. Another instance of decision-making when clients reflect on the sessions they attended at the METU ELT Convention 1994. They think that they feel confident about their knowledge in the field. As a result of their confidence, they do not want to convince others about the critical thinking project findings; instead they decide to present their findings to other colleagues.

In terms of relations with the Administration, there are no meetings held. The impressions from the previous year have not changed, and none of the clients want to make further presentations to the Administration. The agent does not interfere and no meetings are held with the Administration. As the table shows, one instance of crisis starts with the emergence of one client's health problems (ARM-7). This crisis is resolved by the support of the group following a personal visit to the client having health problems. To sum up, the domain of activity in this year seems to be related mostly to decision making.

6.5.4 Thematic Organization

This section presents process as non-progressive movement, a descriptive account of the emerging themes as the domains of activities presented as progressive movement in the previous section. The themes resulting from axial coding of observational data are as follows: decision-making, discussion, introduction, meetings, presentation, reflection, review and workshop activity . These categories were further re-organized by selective coding according to similar properties with the resulting major categories . These themes point to the following domains of activity (in alphabetical order) : action research, (client) attendance, decision making, (client) motivation, relations with Administration, transcription of meetings, and workshops.

Separate sections for each category are allocated to triangulate observational data with interview and documentary data from three years, supported with quotations from observational, interview and documentary data. For purposes of practicality, the reference to the first year meetings will be shown as "ARM", to second year meetings as "AM" and third year meetings as M. Similarly, interviews of the first year will be indicated as "INT", interviews of the second year "IN", and those of the third year "I". Finally, documentary materials for the first year will be referred to as "DOC", those for the second year as "DC", and those for the third year as "D".

6.5.4.1 *Action Research*

The themes under action research were as follows: a concern for deviation from the topic of reading, consciousness raising, reflection, background reading, action, time constraints, diary writing, chairing meetings, and evaluation.

One finding related to action research is a **concern for deviation from the topic of reading**. In fact, the reason why we went into psychology is questioned by a client at ARM-13. In addition, one client states that she "experienced more personal development than professional development" .This seems to have created some concern of "feeling lost" (INT-1). Another example is of a client who thinks that "we are going too much into psychology. We won't be counsellors in the sense that counselling needs a long education and this is not valid for our case. Sometimes, I feel, we are lost in what we are doing" (ARM-15). The clients may have experienced this feeling of being lost at the start of the project. One client remarks for the first meeting: "Since it was the first meeting, I was a bit frightened due to the fact that what we are going to do is not clear. Still, I'd like to be in

such a research project" (INT-1) Further on, the same client mentions that "Everything is becoming more concrete" (ARM-6). One client expresses her concern for deviating from reading as follows: "Yes, it's high time we went back to the issue of reading. Not much time left" (DOC-1).

One of the effects of learning about and doing action research seems to be related to **consciousness raising**. As one client notes, " it helped me to think more before I stepped into the classroom". This client however, notes that she has not changed although "she sees things in a different way" . The reason is that she "changes slowly" and that she has not "fully digested the system" that she "wants to use the new system" with her students (INT-1). Another client notes: "I realized that what I had been doing with my students could have been dangerous because I lacked professional knowledge. Now I feel much more comfortable since I know..learned how a better use of my professional knowledge can be made use of" (INT-1). The same client notes in her diary: "When you see the things you already know with specific names, they get clearer and it becomes easier for you to use them confidently" (DOC-1). We find evidence from the second year as well: "In these action research meetings, we're talking about things, searching for the ideal. So you start analyzing yourself and criticizing yourself (IT-1). We have evidence that clients are becoming more confident of themselves professionally. One client notes: "I feel as if I can contribute more this year and this makes me more satisfied, of course" (D-3). Another client notes: "I think as a group, we were more..learned. What I mean by that is we learned from our experiences to a certain extent. For instance, when we started a new activity, we were more cautious, we wrote down the objectives more careful and we really tended to

think more widely before applying the procedure at hand (I-3). Still another client notes: "I feel more comfortable about the research we are doing (I-3).

A theme from observational data related to action research is **reflection**. One form of reflection is *summary of previous meetings* which seems to be "useful" for some clients who "had not attended previous meetings" (INT-1). There is negative evidence, however, in second year documentary data: "...I won't be able to attend this meeting. They'll summarize what they've done for me." The client further adds: "I don't like this idea much! I feel demotivated" (DOC-1). This does not necessarily show that she is against being informed as much as having to miss meetings. This evidence is confirmed in this client's next diary entry as follows: "Having a summary is never the same as attending the meeting. I feel even more discouraged" (DC-2). Two meetings later, this client writes as follows: "It feels <u>good</u> to have a serious session again and one that I can actually attend. I was feeling dispersed lately 'cos I hadn't been able to attend meetings for some time. Back on the track!" (DC-2)

Another form of reflection is *member check*s. The second year in fact starts with a review of past work (See Appendix B). The agent tries to have clients reflect on what was done the previous year, thus creating an opportunity for confirming what has thus far happened. A *member check* of previous meetings also enables the clients to refresh their memories. In addition, it helps the new clients to warm up to the project by learning about what has done previously. Finally, such a review opens up further discussion on some of the points that may not have received enough attention. For example, when reminded of the discussion on reasons for joining project (ARM-5), one client absent at that particular

meeting states disagreement with self-improvement being first choice but agrees to statement by another client who notes that "It works both ways." Yet another client summarizes the situation: "If you improve yourself, if affects the way you teach, so it goes both ways" (AM-1). One client who has joined this year further clarifies the situation and says " .. we said that action research is continuous improvement. This improvement is for the students, for the institution as well as for the teacher. So teachers should improve themselves to help students improve themselves" (AM-1).

A further theme within the category of action research is **background reading.** The clients seem to have had *difficulty in completing reading on theory* the first year (ARM-6). This may be related to time constraints and also to motivation as one client notes: " I hope reading Nunan's book won't be boring. There are many things that we have to ponder on--at least for me" (DOC-1). There is evidence of more background reading done in the second year. This is supported by the *increase in the amount of presentations by clients* which indicates more background reading done this year. For example, clients presented theory on two articles by Finocchiaro and Siegel, the HOTS book and a book on critical thinking. As a result, good reasoning abilities, definition of a critical thinker, stages of intellectual development, categories of critical thinking, mock trial technique to develop students' critical thinking skills were discussed (AM-6). This year, clients *share the reading that needs to be done* and as a result, can discuss more theory, an issue which is found to be useful. One client remarks: "Sharing what you have read with others is good. We sometimes don't want to read or don't have time to read all but in this way with short summaries we get an idea. If it appeals to us, we can and read the book or source" (IT-1). There are even more presentations both by the agent and the clients the third year. At

M-10, a different technique is tried. Each member of group is responsible for reading one chapter of a certain book. This technique proves to be useful as one client notes in her diary entry (DC-2).

In terms of **action**, several themes stand out. One is the fact that clients see the first year more as personal development, feeling that they are *not taking enough action*. The need to do "more concrete things" is expressed both in interview and documentary data. The second year, despite the complaints for not enough action, theoretical discussion remains as one domain of activity. The third year, however, clients seem to feel more confident as action researchers and do not seem to mind not enough action. When reminded of complaints from last year, one client notes, "Things are settled in my mind so now I myself don't wait for us to prepare activities like with semantic mapping, I did two and I will hopefully do another one next week. So, whenever a passage comes, I do an activity. I can make connections between things for example I know why I' m doing semantic mapping. It's much better this year." Another client says, 'Things are much clearer this year" (I-3). Clients seem less worried and they seem to "know more about" what they are doing. One client notes: "Maybe--and it might be a criticism against us--maybe it should worry us. I'm taking it more of a personal education type of activity, I'm learning and I'm happy with it but maybe it shouldn't be the whole point. Maybe we should be concerned more with the practical gains" (I-3). The client then proposes that we look back at why we can't do much in the classroom: "Maybe it's not realistic to do much in the classroom because our program is really loaded. We have two hours for our meetings, and we are doing our best. Even coming to the meetings is something, we're all tired, we're putting extra time aside. Maybe we should choose something from the textbook and not do

something extra" (I-3). This is a topic that has been discussed previously: teachers who provide supplementary materials spare more time to prepare these materials as compared to teachers who teach according to the textbook without providing supplementary materials.

Another theme as action is the direction or *guidance provided by the change agent.* One example is the provision of instruction sheets for the activity (See Appendix I). Clients agree that the instruction sheet helped to provide uniformity in action. In fact, one client expresses this as follows: "We wouldn't have cohesion or unity in what we're doing, I think" and another comments further: "The instruction sheet for the reading activity done the first year really helped and we knew what we were supposed to do" (AM-2). However, there is no documentary evidence of the instruction sheets being useful. One client notes the guidance of a leader as one essential characteristic of a group project (I-3).

A final action theme is *action as change.* While clients feel that they are happy with what they have done over the past three years, they do feel the need to share what they have learned and done with their colleagues, and possibly with the Administration. As one client states, "..it's very good to do something positive in your classroom and to share it with these five people [referring to the people in the project] but after three years, I think one becomes more ambitious in a way because it is something positive. I observed it myself "(M-3). Another client notes: "Why not help others get into such a line? To develop themselves as well..But to do that, I mean to administer change in such a way, we have to be more strategic, you know more political in a way. And with such abstract terms[referring to critical thinking], we can't really achieve that, in my opinion" (M-3).

Change is also considered as *improvement in student learning*. From the beginning of the action research project, the concern is with getting "concrete results" from the students. Concrete results do not necessarily emerge, however. As positive evidence, one client notes: "Students enjoyed being involved in the activity[semantic mapping]" (M-3). Another client notes: "I really can't see any improvements in my students, although I've asked 'why' questions and tried to improve their reasoning abilities..I wasn't able to..there seems to be a problem with these students" (M-3). However, she further mentions that she has been using the self-questioning technique for the past months and that "It has been very useful for the students" (I-3). Another client relates improving student learning to self development as follows: "Self-development also means to go into the classroom and get tangible results" (I-3).

Collecting data is also one form of action. The questionnaire prepared by the agent and piloted with the help of the clients is administered again the second year despite discussions of and attempts at writing a questionnaire. The clients find *questionnaire design* difficult (M-3). One client expresses this difficulty "Writing questions for such a task[questionnaire] is really difficult" (DOC-1). One further difficulty seems to be related to *interviewing* as one form of data collection. A client states: "I like the idea of doing action research although recording and interviewing can be difficult" (DOC-2).

A theme that emerges from observational data is **time constraints**. The clients do not seem to be able to spare as much time as they would like to for the project mostly because of their *busy schedules*. One client notes the time constraints as follows: "At the beginning of this year, we were very ambitious. We said we were going to read articles,

and you know, we were going to make summaries of the meetings and we were really ambitious but we couldn't live up to the standards, right? We're all terribly loaded..I barely have enough time for my own personal life" (I-3). This issue is closely connected to the issue of being organized. Given such busy schedules, if clients are not organized they feel the effects of time constraints even more deeply. One client remarks: "It's a big problem; in the long run it affects you. If you don't organize your notes, then you can't find them later on. If you're not organized, you can't remember what you did" (I-3). The fact that the *project meetings take longer than anticipated* is also related to time constraints as meetings take more time than two hours.

As became apparent from observational data, the clients found **diary writing** on a systematic basis difficult. In other words, it proved to be difficult to have clients write diary entries regularly (ARM-23). One client expresses this difficulty as follows: "It was not an easy task. Had it been writing down the factual points only, it would have been much easier, but when you are to put down your feelings, it is difficult, because at times you find it quite difficult to express them. I am used to keeping everything in my brain. Writing does not appeal to me. It is so artificial" (DOC-1). The second year, the decision is to spare time at the end of the meetings for diary writing. However, this does not seem to work as only two diaries are available for this year. At M-28, we realize that we have not spared time for diary entries at the end of the meetings. It seems that when diary writing is not done at the meetings, clients cannot spare additional time for it . In fact, one client notes: "When I delay it[diary writing], then I don't do it" (I-3). Yet another client notes: " I had problems with diary writing. I felt it was perfunctory on my part and I don't

know why that happened" (I-3). This client further tries to find a justification why this may be so following the justification for diary writing offered by the agent as follows:

> *If we had seen an aim, we would have done it. But all the members complained about it. So, maybe because we're more competent in what we're doing. When doing practical things, we have the students' feedback. Maybe that's why we didn't want to write diaries because we already have a track of what we have done"* (I-3).

It can thus be argued that the agent was not able to make explicit the aim of diary writing; in addition, the clients refrained from diary writing due to time concerns.

Chairing meetings is a theme that emerges the second year beginning with AM-8, when clients start taking turns at chairing meetings at agent's request. Client chairing is structuring the meeting in line with the agenda determined collaboratively at the end of the last meeting. One client after chairing AM-11 and 12 gives the following response: "It's O.K." When asked if she likes it she continues to say "It is not something new to me, I don't feel as if I'm doing something extraordinary. You could all do it, we could all chair" (AM-12). The clients prefer to have this client chair a few more meetings and then take over on agent's request.

One of the themes that has emerged from observational data is **evaluation**. The last meeting of each year is spared for the evaluation of the project and ourselves. Clients feel the need to be more organized, to do more background reading, and to make action plans

that we can implement and engage in more action. One client expresses the need to be better organized: "We all should work on this in a much more organized way during the summer. I believe that next year we will have more concrete results (IT-2). Another notes: "It's nice to do something concrete" (I-3).

Being part of the action research project is expressed to be **a source of pride** for the clients. In response to how they felt being in the session the agent gave at the METU ELT Convention, one client remarks: "During Bena's presentation at the convention, I felt very happy and proud. Although I'm inexperienced as a teacher, in that big group, I was one of the people who knew quite a lot about action research. My colleagues asked me some questions. It was a great pleasure for me to be able to answer them" (ARM-17). Similarly, the two other clients who had attended this session state :"We felt proud to be shown to be people as part of a research project" (DOC-1). Same feelings are expressed following the Convention in the third year (M-28).

6.5.4.2 *(Client) Attendance*

It becomes apparent from observational data that the four clients have developed a *motivation for attending the project all three years*. In fact, one of them notes: "I really feel uncomfortable even if I miss one session" (DOC-1). Still another notes: "Although I feel very tired before the meetings, once we start the meeting, I'm very much involved and forget the rest" (I-3).

Another theme within client attendance is that some clients come back in *varying degrees of involvement*. For example, one client who dropped out in the first year seems

to have come back. However, she attends only one meeting. The other client who attended the first few months of the first year comes back after completing her M.A. while the research project is in its second year. The reasons why she rejoined become apparent in I-1, and from the interviews there seems to emerge a reason for her dropout for reasons of confidentiality cannot be revealed in this analysis. Suffice it to say that she did not feel comfortable in the group.

The third year data reveal the *reasons why certain clients have dropped out of the project.* In addition, the agent confirms with the clients the reasons the people who dropped out and the reasons why they did so (AM-2). The reasons are family concerns, fear of commitment, lack of time, and doing further studies like M.A. It seems that two clients dropped out for family reasons. In other words, as the meetings were held in the evenings, they found it difficult to make such a commitment. One client was going to do her M.A. this year and dropped out as she felt she was not going to be part of the project the coming year. The other three who dropped out did so because they wanted to work on projects for which they would be paid and as a result did not have time to commit themselves to the action research project. In addition, three clients seem to be unsure of commitment (AM-2).

One theme related to client attendance is *recruiting new people.* While in the first two years, this seems a valid concern, with the various drop-outs in the third year, the clients feel that additional recruits can affect the working of the now settled group. There is also a further concern as one client remarks: "I don't think we can find very many people who

can attend meetings as we have done-- devoted enough" (M-3). Clients agree that it's a better idea to convey findings to other people instead of recruiting new people.

6.5.4.3 *Decision Making*

As can be seen from the observational data of the first year, decision-making seems to concern *matters related to the classroom.* These are about planning and action (ARM-1). When we view the second year, the decision making instances reflect a similarity. In addition, these instances increase in number and furthermore, indicate *more depth and detail* (AM-2).One example is the decision to administer a short open-ended questionnaire on reading for further problem identification. The third year, decisions shift to mostly different professional and some personal matters (M-3).

6.5.4.4 *(Client) Motivation*

In addition to time constraints, the clients do not seem to be demotivated once they join the group and attend meetings which indicates their *motivation* to be a part of the project. One factor that affected clients' motivation seems to be *intergroup conflicts* or *crises*. The first year, the intergroup conflict which will not be stated explicitly for purposes of confidentiality, seems to have affected some members. One client remarks that people "tend to take everything personally" and that "In a study such as ours, there's no place for personal attribution" (DC-2). This client cites one instance of conflict and says "Since people thought that I was a more proficient listener, the other listener felt very bad, took it personally and all the professional atmosphere was destroyed. When people take things personally, you can't get good results out of the study. Another client notes this conflict as "Dark clouds" (DOC-1).

The *intergroup conflict* seems to have been solved by being open to one another as evidence comes from the second year. One client notes: "We weren't sure about how to solve the problem but after we studied all these techniques, you know like the Johari window and after we dealt with psychology, we were open to each other. I mean, even if at A's house people said whatever they felt towards each other and that was pretty good. I mean it solved everything" (AM-2). Similarly, another client says: "We had to do something like that because in your house, I became angry towards the end of the session and that's why I didn't come to ..'s house for the meeting. I just wanted to forget about it.. and then at ..'s house, when we came together we discussed it and then you know it became clear.....I just don't remember now, but one reason was that I felt angry..And when you feel angry, you become subjective" (AM-2).

There were *crises within the group and in relations with the Administration* the second year. One client announces that she has decided" to quit" because she is having "personal problems" (AM-19). As this client's diary is not available, data cannot be triangulated against observational or documentary data. We do understand however, from the third year interview data that her mother's unfortunate death has affected her deeply, hence her commitment in the project.

One other theme as concerns crises is related to the *location of meetings*. The fact that we could not have the meetings at the department was a demotivating factor for the first year, causing clients to meet at homes in their spare time. This crisis seems to have been solved the second year as clients express their satisfaction with meetings at home in the evenings. As one client notes: " Meeting in the evening was not a bad idea after all (DOC-2). On the

contrary, the clients seemed to have grown accustomed to the idea of meeting outside school. A client notes: " I don't like meeting at school" (AM-2).

The clients' motivation seems to be directly proportional to the agent's motivation for the first two years. An example is the instance when the agent purposively acted demotivated, trying out a simple experiment which resulted in a loss of motivation on the part of the clients (AM-5). Yet, for the third year, their motivation seems to be less vulnerable. An example is M-16 when the agent is sick, the clients do not seem to be affected and continue with their discussion trying to support the agent.

One issue that can be considered within the category of client motivation is the *readiness of the clients to form their own groups,* an issue investigated in the interviews. Most of the clients responded that they were not ready to do that. Some of the comments are as follows:

"No, I wouldn't dare even if I was the knowledgeable person."

"One of the things I can't manage is leading a group. Getting them organized or arranging things not only for yourself but for the whole group, having that responsibility..That's a fantastic thing, I must admit that. To sum up, I appreciate you." (INT-1).

"I'm not like you; you read a lot, work a lot, but I can't do this. I can always work for a change agent; I'm willing to do that. I don't want to have a burden, helping the authority is alright but I don't want to do the planning and organization" (INT-1).

Two clients agreed with the possibility of setting up their own groups but added that they definitely needed more experience in managing people.

6.5.4.5 *Relations with the Administration:*

The **first meeting with the Administration** is a critical incident to which the clients have different reactions. Some are happy about "having shown something to the world" and some have felt embarrassed as they are newly hired instructors making a presentation to the Administration. One client is pessimistic about the future, "skeptical of the help that the Administration can provide us[them] with" (AM-4).

This client's prophecy seems to be true for the **second meeting with the Administration** causes a crisis. The clients who were expecting to be assigned to staffrooms and shifts as promised in the second semester find themselves in different staffrooms and shifts. One client calls it a "shock" (DOC-2). This client also differentiates between the reactions of the agent together with two clients who were "very angry" and says that another client and herself were disappointed. However, in a later entry, this client acknowledges the feeling of demotivation among all clients and concludes that "The Administration's attitude affected us in a negative way." This client notes that she feels much better (DC-2) and "very happy" afterwards (AM-25). The third year, this topic can be discussed freely without any feelings of resentment. Furthermore, it becomes apparent that this had provided a stronger bond among the members and provided lessons in better planning.

6.5.4.6 *Transcription of Meetings*

One finding from observational data is that **transcribing the meetings** was difficult. One client expressed her feelings after transcribing the reading activity implemented in the classroom as follows: "I had the hardest time of my life doing this, 27 pages, 27 pages! and more as we're nearing the 21st century, I don't think one needs to write down

everything while everything could be heard from the tapes or videocassettes" (DOC-1). Transcription continues to be a problem in the second year. One client inquires: "Do we have to transcribe all meetings?" (AM-6).

The *need to transcribe previous meetings* was apparent. Had they been transcribed, there would not have been the need for the agent to remind clients of what was discussed and read previously. During some discussions, what has been discussed previously is one the agenda once again. As evidence of the need for transcription, one instance is where the clients are discussing a critical thinking issue. The agent reminds clients that a book borrowed from USIS has the answer we are looking for. The clients do not recall reviewing this book as one client notes: "We didn't have a lot of time to go over it" and that "it was towards the end" (M-7).

The *transcribing of meetings by colleagues* also proved to be very difficult as one colleague who transcribed an interview remarks: "There must be a better way to do this as it has got to be the most frustrating, galling, aggravating, miserable, horrendous, stultifying annoying....exercise on God's Earth" (D-1) (See Appendix K).

6.5.4.7 *Workshops*

An emerging theme from observational data concerned the **workshops**. An overview of the themes that emerged from interview analysis is *knowing self better.* One client mentions this self-discovery as follows:

> *At the beginning, I was completely thinking of the classroom situation, how to be a good teacher. But as our work progressed, I didn't think in one dimension. I didn't think of myself as a teacher but as a person. I discovered myself. As I discovered myself, I discovered others of course, my close friends and students*" (INT-1).

It can thus be concluded that this client experienced self-empowerment. One client, however, does not feel self empowerment as strongly for she claims that she "was already familiar with the concepts we[they] were working on" (INT-1). She does think however, that the research is a very good opportunity for her to reach her ultimate goal which is starting humanistic education in the department. Another client comments:" We share ideas about people and about what we do-- very important. We have a chance to talk about who we are, what we do, who our students are. I find them[the sessions]very useful" (INT-1).

Two clients expressed *familiarity with the concepts introduced in the workshops*. One of these clients states that he has not learned much in terms of personal discovery, implying a lack of interest (INT-1). Yet, in documentary evidence this client is saying: "At last psychology. I think we should deal with this aspect of research for sometime at least to understand ourselves and then the students. It will help us to be more observant" (DOC-11); and further "I started to observe myself in a different perspective which I had been trying to do instinctively but without knowing the terminology" (INT-1). Again one client notes that she is "beginning to break the walls she has " around her" as a result of

the counselling workshops and that it is "a very nice feeling" with further comments as follows: " I can talk about myself now. I think I began to enlarge the free and open area" (DOC-1).

Clients also expressed the fact as a result of the active listening workshops, they learned *how to be better listeners*. One client states that she thought she was a good listener but following the demo at the session, she realized that she was not a good listener (ARM-16). She tried to practice with her friends to become a better listener using the active listening skill practiced at the meetings (INT-1). She feels that she is becoming a better listener. Similarly, another client notes: "Sometimes we say to our students, listen actively, without knowing what it means" (INT-1). A similar opinion of learning about active listening is shared by another client: "There are things you intuitively know but you can't express. Through experience you learn these things but doing in an academic way makes these things settle in your mind" (INT-1).

The extent to which awareness workshop activities have created change in clients' *powers of observation of students* is not clear for there is evidence of class profile being completed with great difficulty, a point revealed by observational data and confirmed by both interview and documentary data. The clients, except for one client, agree on the *difficulty of preparing a class profile*. Only one client states that she has not had difficulty doing the class profile but admits that "Some groupmates complained about the difficulty of making a class profile" (DOC-1). Similarly, two other clients explain as follows: "This[making a class profile] is going to be difficult. I may not be able to write

down the characteristics of every student" (DOC-1) and "When I was trying to do the class profile, I realized that I couldn't and I'm still having difficulties" (INT-1).

Another benefit of the workshops seems to be *working with other people*. Seeing how other people perceive the world can be enlightening. Evidence comes from one client: "It is nice to share your experiences, inner problems like we did at times" (INT-1). The same client notes in her diary as follows: "I felt better integration in the group. Is talking about psychology bringing us more together?" (DOC-1). In her next entry, she notes; "Psychology is breathtaking. And I'm sure these sessions do bring the group members together" (DOC-1). Another client notes that "Sharing experiences widens" their "horizons" and further explains: "Sharing ideas with colleagues..You learn a lot. A person reacts in a different way..I thought there would be only one type of reaction" (INT-1). Similarly, another client notes that seeing the negative sides of people, she started "thinking about ways that even the most problematic people could be made use of" (INT-1). Another client has more positive attitudes towards being a group: "There's no jealousy, no competition. I like being and working in the group" (INT-1). Still another client thinks:" I realized the importance and joy of groupwork. In general, I learned that we colleagues have to come together at one point to discuss students, lessons, problems in our department, etc., the common points we have. I really benefited from sharing information..ideas both on how to teach and from chatting before the meetings" (INT-1). Another client notes: "This whole experience has been a fruitful experience both professionally and personally. I'm glad to have joined the group" (DOC-1).

Yet another benefit of the workshops concerns the *confidential atmosphere* that resulted in the sessions. As one client notes: "A confidential atmosphere. People talked about even personal problems" (DOC-1). A client notes that she "saw the negative sides of people" (INT-1). Still further evidence is as follows:

> *I was surprised to hear that I was inconsiderate. When I asked her why she chose that adjective to describe me, she said that while she was talking to me she felt that I was not listening to her. Actually, I can concentrate on more than one thing at a time. That's why while I'm listening to somebody, I also look around to see what is happening. Now I realized that it has a negative effect on people. I should be more careful about it* (DOC-1).

One client expresses the difficulty of opening up: "We told our problems to each other. At first I had difficulty. I am not used to telling my personal problems to other people" (DOC-1). The confidential atmosphere seems to have enabled the group members to solve intergroup conflict. As one client notes: "There were some problems within the group. We talked about those and solved them by being open to each other" (DOC-1). Another client remarks: "We talked about the necessity of solving our inter-group problems, because they interfere with the success of the research." This client admits that the discussion was "good", however, regrets the fact that the meeting was held "in the absence the people whom she thought were causing the problems (DOC-1). Still another clients mentions that she "learned some things about the people in the group" (INT-1).

An emerging theme from the first year interview data is related to *the way the agent conducted workshops.* The general impression is that the agent did not impose any course of action on the clients. Some of the comments made are as follows:

" We gave our decisions within the group. You could've easily imposed but you did not."

"Wonderful deciding together."

"Very good. Not too strict, not too loose, not teacher-centered. You created an atmosphere where everybody could freely talk"

"You did not impose anything; also that was the way I wanted to go."

"It's O.K. When compared with me, you have more knowledge, you know how to direct the talks, conversations and things we're doing. Workshop style--of course good. How else can you do it?"

" I can't say that you've imposed anything on us. I haven't really felt that. Sometimes you gave us tasks. That is not imposing something. You have to do that."

"The workshop characteristic made it really interesting because we were all tired in the evening. You started with a warm-up activity which I thought was great and I think you were very professional in your approach. That's very important for me because when people get together, it's not very professional. So, I truly appreciate you."

As for negative case evidence, one client felt that psychology was imposed; however, she added that " I thought psychology was imposed by you actually, but maybe we decided together. I want to clarify my mind because I feel that the students did not say anything psychological: it wasn't the students who gave us such feedback" (INT-1).

Another emerging theme from observational data is the *application of workshop activities with new clients.* What was done last year seemed to be useful for group cohesiveness and therefore it was decided to do these with the newcomers before the meetings started (AM-2). In fact, the findings suggest a decrease in the number of personal development activities as years progress with no workshops the third year. One client notes: "We focused more on psychology the first year; then we tried with the new members in the second year. The third year, we were more involved in action research" (I-3).

6.6 Personal Reflections

As mentioned in the Introduction of this chapter, the personal reflections of the researcher are an important part of the story telling of an ethnography. This is not only central to making meaning but is also essential to providing a rich and thick description of the process. As Adler and Adler (1987) note, "It is now convention among sociological ethnographers to include personal reflections on the researcher's roles and relationships in order to demonstrate their degree of involvement with the setting and its members (p.13). Wax (1971, cited in Bogdan and Biklen, 1992) points to the necessity of a discussion of the researcher's role and the researcher's account of "how he or she has been changed by the research effort" , adding that it is "in the academic tradition of well-known qualitative researchers (p.197) .

Therefore, in this study, the researcher believes that her own reflection of the study, even in hindsight, can suggest possible weaknesses that can allow revision for the replication of the original study or strengthening of future ones. This section on personal reflections first presents direct quotations of the researcher's thoughts and feelings selected from diary

entries, observer's comments and memos written during data collection. The section ends with the impressions of the researcher as the change agent, drawing attention to the personal and professional exprience lived in the process.

6.6.1 Agent's Motivation

This section presents the researcher's feelings and impressions in direct quotes, sparing the meaning making phase to the reader in an attempt not to further offer different meanings.

6.6.1.1 *CORBATE: Reflections of First Year*

"The initiation of the action research project has brought mixed feelings: I am very excited yet I am uncertain about the direction of the project.

"The first meetings with the two groups stimulated a lot of discussion on the problems teachers have in teaching. However, meeting with two different groups proved to be difficult. First of all, there are concerns coordination. Dealing with one group seems alright, I can manage that. However, trying to coordinate two groups is taking considerable time and energy. Secondly, one group wants to know what has happened with the other group. I have to summarize what has happened. Although I am willing to summarize, I cannot reconstruct the whole session in its complete authenticity. People are different individuals, and I do not believe that a summary can reflect what has actually happened in its entirety"

"The meeting with the Administration was excellent, or at least that is what I thought. I felt proud of being able to present teachers to the Administration. Everyone did their job

well, each of us doing our own bit as we had planned. I am upset at the recording : what is recorded is totally incomprehensible."

"There is something that worries me: we have new members but they seem to drop out after 2-3 meetings! Some of them seem to be afraid of committing themselves, others are trying to make extra money by working on school projects in addition to their teaching load; so they've got no time for us! What a pity!"

"At Meeting 5 I acted reserved and aloof. This was my way of withdrawing for a while and trying to see what would happen as I thought I was being too guiding. It proved to be disastrous! Everyone was quiet and expressed their loss of interest. When I admitted that I had done this on purpose, they were really relieved. They seemed to be in a very good mood the next meeting."

" .... has missed two meetings in a row, wonder what's happening? I finally saw ... at Meeting 8 and I heard that ... has been angry because ... couldn't attend meetings on Tuesdays--... says ...has told us and is angry because we insist on meeting on Tuesdays.

6.6.1.2 *CORBATE: Reflections of Second Year*

"I've asked clients to chair meetings from now on--that shouldn't be difficult as we try to set the agenda at the previous meeting and I announce it at the meeting. Let's see how it goes."

"With some clients chairing, I still have to interfere and monitor the flow of the discussions. With some clients, discussion can be very structured so we don't deviate from the argument."

"Excellent! We had two meetings with the Administration so far. This time we may have sounded a little too theoretical.....Unfortunately, I've had to ask a client to drop out.I feel very uneasy having done this. Yet, this client was--I thought--too busy to even attend meetings let alone reflect on what's going on and contribute to the discussions. I feel bad, but I had to do it."

"This is not going to be easy. We feel frustrated. I wish the group were placed in the same staffrooms so that they could coordinate their investigation more easily."

"It felt good to be able to pass on what I learned at the BRISA Conference. The members were really interested in what those workers could achieve as a quality circle."

"The semantic mapping activity seems to work fine. I think that the members are able to implement this in their classrooms with confidence."

"As we do at the end of the year, here we are gathered again for an evaluation session. We feel good when we reflect on what we have done all year."

6.6.1.3 *CORBATE: Reflections of Third Year*

"It's so funny tonight despite the heavy snow four of us could gather for our meeting. Absolutely amazing!"

"This year it seems as if I'm doing less of informing clients of theory. I witness heated discussions in which I find myself involved too. I like this change of style. Then I can monitor discussions."

"I'm glad...has rejoined us. It seems as if she will bring different perspectives of theory."

"I feel sorry for ...I hope she does not feel too demotivated because of her health problem."

" I wonder why we could never resolve this issue of diary writing."

" It feels as if we are able to work together as a group quite efficiently. All the members seem to be comfortable with each other's ways."

"It's incredible how we enjoy being with one another. Sometimes we don't even want to start the meeting!

"I feel happy at being able to discuss the issue of empowerment with the group. As this is our last meeting, we can have an overall view of the process of empowerment. How amazing: three years have gone by!"

6.6.2 Agent's Conversations with Self and Settings

On the whole, it can be stated that the three-year experience has brought considerable impetus for change in terms of Conversations with Self and Settings from the agent's perspective. First of all, to bring about Conversations with Self among the clients, the researcher felt the need to investigate the theoretical knowledge that needed to be delivered in the action research meetings. The personal development issues were learned through books and with the help of a colleague working as a counsellor in a higher education institution.

This partially helped to provide the support needed in Conversations with Settings. In dealing with people and helping them to negotiate their wishes with other colleagues and authorities, the personal development insights gained were beneficial.

In addition, the resources needed for Conversations with Settings were secured on a basis of negotiations. This meant negotiating with other colleagues and members of the Administration. Admittedly, this required planning and acting in accordance with the planning. It also meant experiencing very humane feelings such as satisfaction and happiness or disappointment and frustration.

On the whole, it can be stated that the agent's task was not easy. It required intensive time and effort spent in the planning and implementation of the model, CORBATE. However, it should also be noted that the experience, despite its hardships , has been extremely gratifying, inspiring and empowering, both in the personal and professional sense.

6.7 Summary and Conclusions

This chapter has presented observational, interview and documentary data collected by means of participant observation of clients at the DBE during the three academic years, 1991-1992, 1992-1993 and 1993-1994. The data were analyzed according to the interactive model of analysis and phenomenological interview analysis. The findings have been presented using three techniques of ethnographic investigation: Plot and Characters, Natural History which show progressive movement, and Thematic Organization which shows non progressive movement.

As the concern of this thesis was to trace the process of empowerment, the events which count as activities were focused on in order to identify the competencies required for action in Conversations with Self and with Settings.

The findings reveal the following domains of activity in the process of empowerment: action research, (client) attendance, decision making, (client) motivation, relations with the Administration, transcription of meetings, and workshops. The next chapter discusses the findings of the study in the light of the research questions.

CHAPTER 7

SUMMARY AND CONCLUSIONS

7.1 Introduction

This ethnographic study investigated the process of empowerment in the context of Turkish higher education. The participants of this study were teachers working at the Department of Basic English, School of Foreign Languages, the Middle East Technical University, Ankara where the researcher has worked as a teacher and teacher trainer. Data were collected through participant observation of teachers working in a collaborative action research project over a period of three years. The researcher had two roles: the role of researcher and that of trainer.

The following were the aims of this study:

1. To initiate a collaborative research based approach to teacher empowerment

(CORBATE)

1.1 To encourage teachers to engage in reflective thinking, i.e., Conversations with Self so that they can decide on what knowledge and values are beneficial for them and be able to voice their opinions in dealing with unequal power relationships

1.2 To encourage teachers to engage in reflective transactions with the environment , i.e., Conversations with Settings so that they can take action and help in providing the resources and support needed for action

2. To trace and describe this process of teacher empowerment in terms of domains of activity

3. As a result of the above, to determine the feasibility of such an approach as a model for educational change

The specific research questions asked in this study were as follows:

1. What competencies do teachers need in Conversations with Self in order to be able to decide on what knowledge and values are beneficial for them?

2. What competencies do teachers need in Conversations with Self in order to be able to voice their own opinions in dealing with unequal power relationships?

3. What competencies do teachers need in Conversations with Settings in order to understand and interpret their teaching situation?

4. What competencies do teachers need in Conversations with Settings in order to take action to change their teaching situation?

5. What resources and support do teachers need in Conversations with Settings in terms of the power relationships within the organization in order be able to change their teaching situation?

6. What is the role of the change agent in facilitating the competencies required in Conversations with Self and Settings?

This study used the interactive model of qualitative data analysis and phenomenological interview analysis to analyze the three kinds of data collected: observational, interview and documentary. Observational data were processed and analyzed by open and axial coding, hence two levels of analysis. Segmented field notes were identified as emerging themes, coded and categorized. As a result of selective coding, data were displayed and conclusions drawn using three techniques from ethnographic data analysis: Plot and Characters, Natural History, and Thematic Organization. Naturalistic criteria for reliability and validity were used in addition to intercoder reliability (See Chapter 6).

This chapter summarizes the findings of the study presented in Chapter 6 and discusses these findings in the light of the research questions .This in turn enables an assessment of the feasibility of CORBATE as a model for educational change. The chapter includes feedback from clients, one means of drawing conclusions, as mentioned in Chapter 6. This feedback may be considered as a truly ethnographic note as it entails the comments made by three of the clients who participated in the project all the three years, during an informal occasion in 1995, two years after the official end of the project. The chapter then presents the limitations of the study, followed by educational implications and conclusions.

7.2 Summary of Findings

As mentioned previously, this study sought to describe the activities that could count as process and used three techniques for description of process: Plot and Characters, Natural History and Thematic Organization The first technique intended to give thick description (Geertz, 1993). The other two techniques displayed action as progressive movement and action as non-progressive movement (Hammersley and Atkinson, 1992).

When viewed from the perspective of progressive movement (See Chapter 6), the findings of the study in the first year suggest the following activities :

a) introduction of an activity or theory by change agent

b) review of past work or theory

c) reflection on activity, past work or theory

d) discussion of action to be taken

e) action

f) reflection on action

g) evaluation

h) diary writing

As for the second year, in addition to these themes, we see the following as domains of activity:

a) decision-making

b) peer observation

c) group crisis

d) loss of interest

e) member checks

In the third year of research, the domains of activity mentioned above can be observed, with most emphasis on action and decision-making.

When viewed from the perspective of progressive movement, the findings of the study indicate the following domains of activity which can lead to the identification of competencies required for action in Conversations with Self and Settings:

ACTION RESEARCH

a concern for deviation from the topic of reading

consciousness raising

reflection

summary of previous meetings
member checks

background reading
- difficulty in completing reading on theory the first year
- increase in amount of presentations by clients
- sharing the reading that needs to be done

action
- not taking enough action (more personal development)
- guidance provided by the change agent
- action as change (to administer change)
- improvement in student learning
- collecting data
  - questionnaire
  - interviewing

time constraints,
- busy schedule

diary writing

chairing meetings

evaluation

source of pride

CLIENT (ATTENDANCE)
- motivation
- varying degrees of involvement
- why certain clients have dropped out of the project
- recruiting new people

DECISION MAKING
- matters related to the classroom
- more depth and detail

CLIENT MOTIVATION
- motivation to be a part of project
- conflict/crisis
  - intergroup conflicts/crises
  - crises in relationships with the Administration
  - location of meetings
- proportional to the agent's motivation
- readiness to form their own groups

RELATIONS WITH THE ADMINISTRATION

first meeting
second meeting

TRANSCRIPTION OF MEETINGS

difficulty of transcribing
need for transcribing
transcribing by colleagues

WORKSHOPS

knowing self better
familiarity with concepts introduced in the workshops
how to be better listeners
powers of observation of students
difficulty of preparing a class profile
working with other people
confidential atmosphere
the way agent conducted the workshops
application of workshop activities with newcomers

7.3 Assessing Conversations with Self

> *We must continue to search out and develop ever more effective ways of promoting empowerment,...and analyze more closely the 'reflective' processes which are so central to learning*
>
> Day (1993, p.137).

This section assesses the findings of the study in the light of the research questions of this study which aimed at investigating the various competencies required for action as Conversations with Self.

As discussed in Chapter 3, Conversations with Self entail "reflective thought processes as a type of conversation" that "teachers have with themselves" and have both

epistemological and political concerns (Prawat, 1991, p.738). The epistemological concern of Conversations with Self has to do with enabling teachers "to overcome the inclination to uncritically accept (or reject) knowledge claims advanced by so-called experts in the field" (Prawat, 1991, p.738). The political concern of Conversations with Self is associated with how teachers learn to voice their opinions "to overcome the common tendency to hold back or to yield to those in positions of authority or power" (Prawat, 1991, p.738).

7.3.1 Conversations with Self: Assessing Knowledge and Values

The first research question investigated the competencies that teachers need in Conversations with Self in order to be able to decide on what knowledge and values are beneficial for them. Among the themes categorized under action research, the following may be considered under the rubric of activities inducing reflective thinking that can promote the competencies necessary for teachers to engage need in Conversations with Self : background reading, consciousness raising, diary writing and reflection.

Readings on theory or **background reading** is one form of reflective thinking that the clients were engaged in. The extent to which background reading could be done varied according to the years. The first year, for example, the clients stated that they did not have enough time to spare for reading. It was also stated that some of them were intimidated by the idea of reading. The second year however, as can be observed by the presentations on theory, there was more reading achieved with clients starting to share the load of reading. Finally, in the third year of the study, sharing the reading turned out to be an efficient means of doing background reading with each client reading a chapter of a book or a

section of an article. In this way, the clients said that they could decide on whether they wanted to read the whole text. Thus, this kind of cooperation among the teachers seems to be a very efficient means of determining the knowledge and values that are beneficial for them.

Consciousness raising is another mode of reflective thinking that can be considered as a competency for action needed in Conversations with Self. The clients expressed the necessity to be aware of what they are doing in teaching. This was particularly true for the clients who were inexperienced. As for the experienced clients, despite the fact that they may be aware of what they were doing in teaching, they may not have known it professionally. Hence, it can be argued that consciousness raising is one form of reflective thinking that can enable clients to be more confident of themselves in deciding what knowledge and values are beneficial for them. In fact, consciousness seems to be a required competency because teachers may often be "unaware of the kind of teaching they do or how they handle many of the moment-to-moment decisions that arise" (Richards and Lockhart, 1993, p.3).

Diary writing can be considered as one form of reflective thinking. However, as became apparent from the analysis of data, the clients were not able to write their diary entries on a systematic basis. There may be two reasons why diary writing did not prove to be feasible in this study : lack of time and understanding of the purpose of diary writing. In fact, the clients do express their concern with time. As a resolution for the lack of time, time is given at the end of the meetings for the clients to write their entries, a scheme which falls through near the end of the year. As regards the second reason, the clients express the fact

that they did not see a purpose for keeping diaries. Thus, diary writing cannot be proposed as one means of determining what knowledge and values are beneficial for the teachers with the existing evidence which, in fact, proves the difficulty of creating a shared meaning of educational change since diary writing, recommended and requested by the agent, does not materialize.

Reflection comprised yet another mode of reflective thinking that the clients needed in order to engage in as Conversations with Self. The modes of reflection observed were *summary of previous meetings, member checks,* and *discussion.* Summary of previous meetings and member checks seemed to help confirm what was done or, refresh clients' memories, or shift to another subject or topic by way of warm-up. These modes of reflective thinking additionally enabled further discussion on some of the points that may not have received enough attention.

Another mode of reflection was *discussion.* When viewed from the perspective of discussion, the findings reveal different modes . One mode is *theoretical discussion* which takes place at the preparation stage for action. At this stage, clients feel the need to synthesize the knowledge in text and to be able to use it for their own purposes. In the first year, the clients seem to be concerned about not being able to do practical things; for example this demonstrates itself in the concern for deviating from the topic of reading . Clients seem less concerned about reading theory and doing less practice as time passes and as they become more competent in the areas which they have knowledge about. Another mode of discussion is the *discussions at the planning stage* when clients brainstorm for ideas for action. In addition, following the implementation of action,

clients are observed to be involved in *discussions for evaluation of action*. Yet another mode of discussion that can be considered as reflective thinking is *presentations*. In such activities, clients present what they have learned about theory and share with other clients.

Thus, similar to the group achievement in background reading, the various types of reflection seem to be serving the purpose of deciding on what knowledge and values are beneficial for the teachers. The findings of the study indicate several modes of reflection. This knowledge is important in that despite the popularity of the mode of reflection on action in teacher development , it is not known "how reflection needs to change" Day (1993, p.137).

7.3.2 Conversations with Self: Voicing Opinions for Dealing with Unequal Power Relationships

The second research question investigated the competencies teachers need in Conversations with Self in order to be able to voice their own opinions in dealing with unequal power relationships. When viewed from the perspective such competencies, we can see the following activities as the most salient: knowing self better, how to be better listeners, powers of student observation , being able to work with other people, and being organized.

These competencies have, in fact, emerged as personal development (See Chapter 6). The clients feel that they have learned how to listen, observe and work with other people. This in turn has motivated them to **understand themselves better**. In other words, clients

state that the workshop activities done in the first year enhanced their personal development . Although, as mentioned previously, a concern for deviation from the topic of reading was put forth in the first year of the study, the clients were able to justify this deviation near the end of the study. In other words, although the clients felt somewhat lost when working on the topic of counselling and psychology, at the end of the study, they stated that it was good for their personal development. They noted that personal or self-development was necessary to be able to do what they wanted to achieve professionally.

Yet another issue of self-empowerment concerns ***powers of student observation***. As is evidenced in the difficulty of preparing a class profile, the clients did not feel competent in doing the task. In fact, the agent could not get all the clients to complete the task. It could be the case that the clients needed more input and more time for reflection prior to task completion. Thus, although the competency of being a good observer of one's students seems to be required, it did not materialize.

One theme that has emerged under self-empowerment ***is being able to work with other people.*** As the clients state, seeing how other people perceive the world can be enlightening, giving them an opportunity to learn about themselves. This, in fact, supports the views in the literature concerning the joy and benefit of groupwork (See for example, Fanselow, 1992; Sprague 1992).

Another self-empowerment issue is ***dealing with other people***. Despite the fact that intergroup conflicts can affect their motivation, by being open to one another in the group,

they can resolve conflict and thus learn to deal with other people. Still another issue in dealing with other people could be given as *chairing meetings*. As the findings indicate, some clients hesitated to volunteer for chairing the meetings except for one client who expressed the fact that she felt comfortable when chairing and was thus requested by other clients to chair meetings. However, clients did take turns to chair meetings.

As negative case evidence, it can be stated that the competency ***of being organized*** is needed in voicing one's opinions. Clients expressed the fact that they were not able to remain organized. One piece of evidence is the difficulty of putting together a file including all documents used for the three years. Another piece of evidence is the discussion of clients and the agent about the number and place of meetings, as part of the review of past work of the second year held at the first meeting of the second year. Being organized is a competency that seems to have developed little because of the *busy schedules* of the clients.

Planning is a competency that can also be considered as self-empowerment in terms of being organized. As can be seen from the evaluations done at the end of each year, the clients want to be able to do better planning for the coming year. Better planning in this sense entails detailed action plans.

To sum up, it can be stated that competencies such as knowing self better, being better listeners, powers of student observation, being able to work with other people, and being organized can help teachers voice their opinions in dealing with unequal power relationships whether this relationship is with their colleagues or students. Being

organized, albeit a needed competency, did not develop because of the busy schedules of the clients.

7.4 Conversations with Settings

As mentioned in Chapter 3, the second dimension of teacher empowerment investigated in this study was Conversations with Settings. This section assesses the findings of the study in the light of the research questions which aimed at investigating the various competencies required for action as Conversations with Settings . As stated in Chapter 3, such Conversations are concerned with the workplace , aiming at enabling teachers to view their classroom teaching "through new conceptual lenses as they converse with the settings" and thus expand the scope for development and change (Prawat, 1991, p. 741). This the knowledge oriented aspect of Conversations with Setting, hence epistemological in nature. The aim of the less tangible political agenda of Conversations with Settings is providing teachers with "greater control and autonomy in the workplace and in the profession" (Prawat, 1991, p.748). The research questions 3, 4, and 5 aimed at investigating the following three issues: understanding and interpreting the teaching situation, taking action to change teaching, and the resources and support needed in terms of the power relationships within the organization in order to be able to change their teaching situation.

7.4.1 Conversations with Settings: Understanding and Interpreting Teaching Situation

The two major competencies in Conversations for Settings in terms of understanding and interpreting the teaching situation seem to be doing research and transcribing meetings. The two are somewhat different competencies in nature but similar in purpose. However, it should be stated that the clients may not have seen these two competencies as such (See following section on transcribing meetings).

Doing research entails collecting data, for example by interviewing students. Other forms of data collection that have been tried are questionnaire design and elicitation of written student feedback. The research endeavor does not exist in a vacuum however; the clients need to go through the four moments of action research (See Chapter 4): planning, observing, acting, and reflecting. *Planning* could be considered both as a competency for Conversations with Self and Settings when considered from the perspective of understanding and interpreting teaching situation. In terms of *observation*, the findings of the study indicate peer observation which could be achieved in the classes of the colleagues not involved in the action research project and in the classes of the members of the group. *Acting* as part of action research could also be considered as a competency required for understanding and interpreting teaching situation. Finally, *acting with a revised plan* can be considered as doing research. As the findings of the study suggest, the focus of research for each year was changed in line with a revised plan of action (for example the shift of focus from reading comprehension to critical thinking in the first year of research, and the shift to learning strategies from critical thinking in the third year of research) .

Transcribing meetings is a competency that has not been achieved in this study. As mentioned previously, the major reason was the difficulty of transcribing cassettes of more than 3-hours duration. Two observations concerning this difficulty can be made: first of all, the clients, as in the case of diary writing may not have seen the purpose for transcribing meetings. On the other hand, those who have tried could have been demotivated by the amount of time such a task would take (See Appendix H).

7.4.2 Conversations with Settings: Taking Action in Teaching Situation

As mentioned in Chapter 3, Romanish (1991) brings clarification to the two meanings that empowerment may have. One is in the narrow sense of the teacher's decision making within the confines of the classroom. The other sense in which empowerment can be taken is a broader view assigning the teacher freedom in all aspects of the education system. This section presents the findings of the study in relation to the fourth research question which investigated the competencies teachers need in Conversations with Settings in order to take action to change their teaching situation and discusses to what extent they were achieved. The findings of the study reveal the following competencies: taking action, teachers forming their own groups, and decision-making.

In terms of ***action***, in the first year, clients seemed to be concerned about not being able to do action, which means "practical things." This is demonstrated in the concern for deviating from the topic of reading for the first year as mentioned previously. However, in the last year of research, the clients express the fact that this is no longer a concern as they feel equipped with the skills to implement practical classroom activities. Hence, the

competency for action seems to be doing informed action which is considered as doing practical things.

As one theme in action, the clients state that they like sharing what they do with the members in the group. Yet, after three years they would like to share what they have learned with other teachers as well. In fact, they would like *to administer change*. They are aware of the fact that they have to be strategic and political. One way that they suggest that can get the attention of the Administration is working with "concrete issues" and not "abstract issues" like critical thinking. In addition, clients see change as *improvement in student learning*. They state that one of the purposes for their involvement in the action research project is to be able to help their learners.

Forming their own groups is another possible mode that clients can make use of to take action in their teaching situation, more in tune with what Romanish (1991) notes as freedom in all aspects of the education system. The clients stated that they were not ready to form their own groups at the interviews because they did not feel that they had the knowledge, leadership qualities and a sense of responsibility required for initiating and maintaining group projects. They seemed to be satisfied to work for a change agent. Thus, the intention of spreading out with different groups of clients was not feasible within the three-year period. In the feedback elicited from participants in 1995, however, the clients expressed readiness to establish their own groups (See section 7.8.2).

Another issue that can be considered as taking action is **decision making** which is mostly about matters related to the classroom. As Richards and Lockhart (1995) assert "teaching

involves making a great number of individual decisions" with decisions being defined as a choice teachers select when "confronted with a range of different options and are required to select from among these options that they think are best suited to particular goal" (p.78). The three levels of decision-making are observed among the clients in classroom decision-making: planning, interaction and evaluative (Richards and Lockhart, 1995). First of all, the clients had to identify a particular area of concern to work on and design an action plan, implement their action plan, and finally evaluate their action.

Thus, it can be argued that the competencies required for action to change teaching situation was mostly related to the decision-making issues of the classroom, despite the clients' intention to administer change in the institution. That is to say, the findings of the study indicate that the decision-making competency relates to the matters related to the classroom or what Romanish (1991) refers to as the confines of the classroom.

7.4.3 Conversations with Settings: Resources and Support in Terms of Power Relationships To be Able To Change Teaching Situation

The two attempts that may indicate domains of activity to change teaching situation in terms of power relationships in the institution are meetings with the Administration. Following the first meeting, there seems to be a working relationship established with the Administration who seem ready to offer their collaboration in terms of resources and support. The major areas that clients needed resources and support in were making handouts, photocopying materials and questionnaires, and the provision of audio or videotapes for the recording of action research meetings and meetings with the Administration. Resources seem to be more easily provided by the Administration when

dealing with school wide projects such as questionnaire administration as was the case in the first year of the study when questionnaire on reading comprehension was administered to the entire school . However, when dealing with smaller projects such as the provision of audio or video tapes, the clients resorted to finding their own solutions.

Moreover, clients needed the support of the Administration for *research purposes*, that is to say in data collection and analysis. With data collection, the clients, through the negotiation and help of the agent had the support of the Administration. Similarly, with the first analysis of the questionnaires, the clients had Administrative help procured through the negotiations of the agent. However, when the need for a second analysis of the questionnaire on reading comprehension arose, the clients resorted to finding their own solutions.

Following the first meeting with the Administration, the clients feel that they have to provide practical evidence for the benefits of the change that they are proposing. For this reason, they do not awaken the relationship before they can take center stage with practical suggestions for change. However, when it is time for the practical suggestions, hence the next meeting, the issues presented are again considered theoretical as the clients' focus of investigation is critical thinking in reading, an issue that is rather difficult to provide concrete guidelines for. Thus, the nature of contacts according to the clients remains on a theoretical level.

Given the fact that such contacts were necessary in the provision of "greater autonomy in the workplace" (Prawat, 1991, p.741) (See Chapter 3 for a discussion of autonomy and

control in the workplace), the clients did seek such resources and support to be provided by the Administration and to be negotiated by the agent. If the clients' request to be placed on the same shift and in the same staffrooms is taken as one piece of evidence, then it must be stated that such a wish did not materialize, and caused disappointment among the clients. The clients' wish was reiterated; however, since prior arrangements for shift decisions had already been taken, negotiations did not prove to be fruitful. Interpretations about why such Administrative support did not happen can be offered; yet, it would be unfair, if not judgmental, to argue for any reasons given the fact that the opinions of the Administration are not included in the data collected in this study (See section on Limitations).

To sum up, the competencies needed for teachers in dealing with power relationships in the institution to change their teaching situation, seem to be establishing a working relationship with the Administration. Such a relationship seems to include a presentation of a convincing argument which entails the presentation of practical issues for research as such issues can yield concrete results. Only then do teachers feel justified to seek administrative help which can bring about autonomy and control in the workplace.

7.5 Role of Change Agent: Facilitating Conversations with Self and Settings

The last research question investigated the role of the change agent in facilitating the competencies required in Conversations with Self and Settings. Several issues stand out as the major requirements of being a change agent. A discussion of how the agent dealt with such requirements can also make explicit the use of change strategies. This section discusses these requirements and attempts to identify the strategies used.

The initial help needed was in securing **client motivation** and **attendance. The** agent had the responsibility of recruiting clients and keeping them involved. It can be argued that the initial requirement of the role of the change agent in facilitating Conversations with Self and Settings, was **direction-setting**, that is to say, establishing the logistics of the project. The first five meetings were held separately with two different groups of clients. The decision to unite and continue as one group was intended to ensure the coordination of the project. A further requirement in terms of client attendance was to keep the clients involved. This was possible only to a certain extent as is evidenced by the cases of clients who dropped out. In terms of the motivation of the clients, the findings indicate that in the initial stages of the study, client motivation is directly related to agent's motivation. One piece of evidence is the loss of interest experienced among the clients in the second year, as a result of agent's deliberate withdrawal. Support in terms of motivation seems to be less needed when clients gain more self-confidence. The clients also expressed the fact that being part of the group was a *source of pride*, which seems to have contributed to client motivation. Thus, given the findings in terms of client attendance and motivation, we can say that the role of the change agent required **direction-setting ,** establishing the **"goal" of the project** and providing **"an approach,** "the way in which changes can be achieved " (Mastenbroek, 1987, p.28).

In facilitating the competencies required in Conversations with Self and Settings, the agent needs to be able to deal with **intergroup crises**. The findings of the study indicate that this can be resolved if the clients are equipped with the interpersonal skills (See section on personal development activities) and a resulting confidential group atmosphere. To ensure such an atmosphere a person-centered approach was followed (See Chapter 4). As

Rogers (1989) argues "..when teachers are supplied--in a confidential and non-judgmental way about their won attitudes and behaviors in the classroom, they are much more willing to undertake cognitive and experiential training focused on just these qualities" (p.220). This approach was, in fact, a motivating factor for the clients and helped them to share their professional experiences more willingly with one another. In other words, such an approach provided a forum for empowerment. In terms of resources and support needed to deal with unequal power relationships as mentioned in the previous section , the clients expected the support of the agent. Thus, in terms of the management of conflict, we can argue that it was the agent's responsibility when the clients experienced conflict in the group or crises occurred. In other words, the agent was expected to resolve any conflict which occurred during the group meetings and in relations with the Administration. In all attempts at conflict resolution, what the agent aimed at was "a win-win situation" and not a win-lose situation to balance the "power and dependency relations" among clients (Mastenbroek, 1987, p.31).

Another issue in facilitating competencies required in Conversations with Self and Settings is **guidance** by change agent. One mode of such guidance is the *organization of available resources* .Available resources could entail financial support or negotiations among the clients for the completion of various tasks. The organization of available resources could additionally include negotiations with other colleagues or with the Administration to secure financial or administrative help.

Secondly, the agent's guidance could be the *provision of background or theoretical knowledge* that is needed in the investigation of topics that clients wish to work on. The

clients looked upon the agent as a source of knowledge, able to provide the necessary background information on the topics of discussion. One such area was counselling, and the researcher felt the need to survey the basic literature, (Munro et al, 1989) and sought expert help. This help was obtained from a colleague who was working as a counsellor at another university.

As becomes apparent from the above discussion, the role of the agent in facilitating the competencies required for Conversations with Self and Settings seem to be both personal and professional. To summarize, in this study, the agent had the following roles to fulfill: direction-setting , establishing the goal and approach of the project, conflict management and providing guidance entailing the organization of available resources and provision of theoretical knowledge.

In terms of the change strategies used by the agent, it can be stated that the approach is functional, that is to say a combination of the power-coercive, empirical-rational and the normative-re-educative with emphasis on the normative-re-educative. When the provision of the goal and approach of the project by the agent is considered, it may be argued that the agent's approach was power-coercive. In terms of direction setting, the strategy use may be considered as a combination of the empirical-rational and the normative-re-educative. As regards the provision of a confidential atmosphere and the way the agent conducted the workshops, it can be stated that the approach was normative-re-educative. In fact, the clients expressed the view that the agent did not impose any course of action on clients and that they had freedom of talk and action, acknowledging the tasks that were given by the agent .

To conclude, in terms of the change strategies, one can say that the functional approach that was the approach used by Ataturk has proven to be effective. The clients have expressed the approach of the agent as empirical-rational and normative-re-educative.

7.6 Assessing the Feasibility of CORBATE as a Model for Educational Change

Given the findings of the study and the discussion in the light of the research questions, we can now attempt to assess the feasibility of CORBATE as a model for educational change. This assessment can be viewed first by a review of what the data show in terms of the competencies required for Conversations with Self and Settings, then a discussion of the agent's empowerment, and finally a brief analysis of client comments on empowerment, hence empowerment on reflection.

7.6.1 Assessing CORBATE: Review of Findings of the Study

Drawing on the findings of the study in terms of Conversations with Self, it can be argued that CORBATE is feasible as a model for educational change. It can be stated that the change agent and the client system have worked to achieve "collaboratively determined solutions" (Chin and Benne, 1976a, p.32). The claim that they have done so can be supported by the findings of the study. In addition, it can be claimed that a collaborative relationship between the change agent and the client system has led to the identification of the needs for change and the formulation of patterns of action to meet the needs identified (Chin and Benne, 1976) (See Chapter 2). It can be argued that such an achievement has enabled a shared meaning of change .

The findings of the study indicate that the four clients who participated in the research project for the three-year period gained control and autonomy in their own classrooms. Equipped with the skills of collaborative action research and knowledge on the topic of reading, critical thinking and to a certain extent, learning strategies, the clients seem to have gained control and autonomy to experiment further in their classrooms. As mentioned in the "Plot and Characters" (Epilogue), one of the clients is doing her M.A., two are in the U.S.A for their doctoral studies and one, despite her few years in teaching has been offered a position of coordinator for the METU ELT Convention which traditionally is the domain of experienced teacher trainers. Such evidence indicates that these clients are in fact growing further in their own directions. In this respect, we may claim that the re-education process of clients has proven to be beneficial.

In terms of Conversations with Settings, this study has not been able to enable control and autonomy as the political agenda of such conversations. The only evidence of such conversations is the provision of resources for the printing of written material requested by the agent, for example in the writing and printing of the questionnaire on reading comprehension administered in the first year of the study. Except for this piece of evidence, we do not have evidence of control and autonomy in Conversations with Settings. Therefore, it can be concluded that control and autonomy in the political sense as intended by CORBATE cannot be procured. The reasons why this may be so need to be further investigated (See section on Limitations).

We can only speculate that the political agenda of Conversations with Settings may have been achieved to a certain extent had the agent chosen to interfere in the daily course of

events. The agent's interference in terms of advocating among colleagues was only on a suggestions basis. Publishing the work did not materialize either, again despite the suggestions of the agent. The same criticism can be leveled at the agent : a coercive strategy of change may have been used to procure the publishing of the action research project.

In terms of the relations with the Administration, it must be admitted that the crisis born with the placement of clients in different staffrooms and on different teaching shifts was overcome in time and through collegiality . On reflection, it may be claimed that the agent and the group were not ready to deal with "multiple interpretations of what is observed, what is said and what is done" (Fanselow, 1992, p.2). A different course of action may have brought about a possibility of initiating the political agenda of conversations with settings. As Freire (1990) so rightly argues,

> *Freedom is acquired by conquest, not by gift. It must be pursued constantly and responsibly. Freedom is not an ideal located outside of man; nor is it an idea which becomes myth* (p.31).

Given the findings of the study, it may be argued that Conversations with Settings have remained at the level of job involvement, to a certain extent at the level of suggestion involvement and certainly not at the level of strategic involvement.

The final issue in assessing the feasibility of CORBATE as a model for educational change concerns the efforts needed to implement such a model. A collaborative

relationship and formulation of action patterns in meeting the needs for change has proven to be labor intensive. The amount of effort and knowledge required in bringing about change through CORBATE raises the issue of whether CORBATE could serve as an institutional model for educational change. One might argue, however, that CORBATE can be implemented on a sustained medium to long term basis if an institutional framework were provided. Within this framework, more change agents could be assigned to undertake the re-education process as an ongoing task.

7.6.2 Assessing CORBATE: Review of Agent's Self-Empowerment

One of the many benefits of doing ethnographic research has been learning from experience. There have been many unexpected turns of the study to which the agent had to adapt, reflect on, and plan a new course of action. It may be argued that this study is additionally a case of empowerment for the researcher as the change agent.

One could mention the agent's empowerment as researcher as a result of doing a three-year ethnographic study. The first year field notes of the agent were not organized, in fact they were more in the form of scribbled notes or jottings. With the experience of the first year however, the second year, the note taking of the agent was more organized. The third year added to the degree of depth and scope of participant observation.

The personal experiences of the agent have also been a learning experience. In both kinds of conversations, dealing with the unexpected and having to negotiate meant re-education of the agent.

7.6.3 Assessing CORBATE: Empowerment on Reflection

Feedback from clients is one essential technique for ensuring both the reliability and validity of qualitative research (Miles and Huberman 1994). Two years after the official completion of the project as a requirement for doctoral study, the researcher was able to interview informally four of the clients that had been involved in the project. Two of these clients were the two of the four that were involved in the project from the beginning until the end. The other two were among those that had dropped out after two years.

What becomes apparent from the interviews with the first two is that empowerment could be conceived of as personal and professional. The first year is commonly agreed to be a time of personal development. Professional empowerment entails being aware of what one can do, hence being able to accept or reject knowledge and claims and be able to voice their opinions. It is interesting to note that these clients, when asked whether they were ready to form their own groups, responded positively. This could be considered as evidence of the fact that change requires intensive time and effort, an issue for which Fullan (1991) argues as follows:

> *It requires intensive action sustained over several years to make it possible both physically and attitudinally for teachers to work naturally together in joint planning, observation of each other's practice, and seeking, testing, and revising teaching strategies on a continuous basis* (p.xiii).

Similarly, Dadds (1993) argues that theory is not sufficient to change the world but that " it is people who make change possible, adding that "ideological drive, some passionate commitment to fuel action and appropriate personal and interpersonal skills may be more important" in bringing about change (p.231).

The other two clients did also report personal empowerment and professional empowerment as well; however, as they were not involved in the project until the end they did not feel that they were not perhaps entirely empowered.

7.7 Educational Implications

As Sprague (1991) notes one means of empowerment is through collaboration , stressing the "need for teachers to break out of their isolation and discover their shared condition" (p. 190). This research supports the research findings in the empowerment literature. Sprague (1991) mentions the "Effectiveness of on-site groups" in dealing with "stress and burn out, sharing concerns and frustrations" which has proven to be true in the context of this study (p. 192).

Working with other people is a factor that has enhanced understanding self better. As a result of their relations with other people in the group, the clients agree that they saw multiple perspectives of social reality (Worsley, 1967). Hence, we can argue that empowerment can be enhanced through collegiality, a point stressed in the research literature.

One point that must also be stated at this point is the fact that despite the wish of the agent to see the establishment of different groups in the leadership of the clients who participated in the project the first year, this did not materialize. This could have implications for the process of change. As many educationalists have argued, change does not happen in large, macro-scale steps, unless perhaps an institutional level framework facilitating an ongoing empowerment process were in place.

7. 8 Limitations of the Study and Recommendations for Future Research

The study did not investigate the opinions of the members of the Administration. Hence, a future study could investigate the perspectives of the members of Administration so that different viewpoints could be made more explicit and the process of description more complete. This, in turn, could shed light on the feasibility of Conversations with Settings in terms of greater control and autonomy in the workplace.

In addition, the opinions of the staff members who were not involved in the project were not investigated. A questionnaire could be given to all the teachers working in the institution. Teachers' opinions could shed light on why some teachers are said to be resistant to change.

Having made the domains of activity possible for Conversations with Self, particular epistemological tools could be investigated. As the aim of this study was to describe the process of empowerment, the many possibilities that emerged were investigated. A further study could be conducted on one of the epistemological tools that emerged as

competencies for action. Such a study could use classroom observation techniques to determine which of these tools are useful in bringing about Conversations with Self.

7. 9 Conclusions

What this study has accomplished is a "micro-substantive" description of the process of change (Hammersley and Atkinson, 1990, p.205). The findings of the study verify the feasibility of teacher empowerment in the context of this study in terms of Conversations with Self. The clients who have been a part of the collaborative action research project for the three years seem to have taken their empowerment in their own hands. The progress of empowerment indicates less dependency on the change agent in acquiring competencies for action.

In terms of Conversations with Settings, knowledge-based empowerment seems feasible. As for the political agenda of Conversations with Settings, we can talk of autonomy and control for the individual teachers in their own classrooms. Yet, it cannot be asserted that the clients have achieved the competencies required for the political agenda of such conversations . This may have been a result of the less pro-active role of the change agent who, working as a researcher, wanted to investigate the phenomenon of teacher empowerment in a naturalistic environment, taking care not to interfere in the daily life of the social life being investigated.

As for the implications for the context of Turkish Higher education, CORBATE can serve as a model for educational change in terms of conversations with Self. In terms of the feasibility of CORBATE as a model for Conversations with Settings, two observations can

be made: firstly, a more pro-active role on the part of the change agent is required; and secondly, the process of establishing and maintaining a collaborative relationship with all the responsibilities required of the change agent is laden with intensive time and effort. These observations, however, are not intended to deny the valuable contribution that CORBATE can make. Rather, the aim is to raise and explore issues that can provide "complementary discourse" to change which can in turn help us achieve ways of empowerment that, in Dadds's (1993) words, can "help to change their[teachers'] practical worlds (p.230).

In fact, when we recall the developmental stages of action research (See Chapter 4), we can see that CORBATE can be a means of technical and practical stages of development. The emancipatory stage of development, on the other hand, has been reached; however, the aim to be emancipated "from the dictates of tradition, and coercion" (Zuber-Skerritt, 1992, p.12) has not been fulfilled .

Such a consideration necessarily brings to mind the use of change strategies. As has become apparent from the discussion in the previous sections, in order to make sense of educational change and hence create a shared meaning, it is indeed essential, as Ataturk understood, that all of the strategies of change, namely the power-coercive, rational-empirical and the normative-re-educative need to be used. It is this functional approach than can bring about a shared meaning of educational change not only for the Turkish context but for the Western world in general. It can be claimed that in this study, the three strategies of planned change were in fact employed, given the quasi-coercive role of the change agent, the emprical-rational element in the action research seen as training

and the normative-re-educative component which was the philosophical starting point. Such a combination is in fact justified by the findings of the study. The need to employ all the three strategies is indicated in the responses of the clients and becomes apparent from observational, interview and documentary data.

To conclude, this ethnographic study has taken up the challenge of understanding the process of planned educational change in the context of Turkish higher education. It is hoped that the findings of this study will be valuable to those people committed to implementing change, offering insights into how and why implementers of change act the way they do in any change enterprise. It is only then that the research efforts of the three years will have been worthwhile.

REFERENCES

Adler, P. A. & Adler, P. (1987). The Past and Future of Ethnography. Journal of Contemporary Ethnography, (16)1, pp.4-24.

Akgun, S. (1986). Toplumsal Bilinclenmede Ogrenim Birligi. Ankara: Ankara Universitesi Basimevi.

Akgunduz, S. (1989). Turk Egitim Tarihi. Istanbul: Hitit Basimevi.

Akyuz, Y. (1994). Turk Egitim Tarihi: Baslangictan 1993'e. Istanbul: Kultur Koleji Yayinlari.

Alkan, C. (1981). The Kemalist Concept of Vocational and Technical Education. In Ataturk Devrimleri ve Egitim Sempozyumu. Ankara: Ankara Universitesi Yayinlari.

Alwright, D. and Bailey, K. (1991). Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers. Cambridge University Press.

Arnold, F. (1994). Bullying, a Tale of Everyday Life: Reflections on Insider Research. Educational Action Research, 2(2), pp. 183-193.

Atkinson, P. (1990). The Ethnographic Imagination: Textual Construction of Reality. London: Routledge.

Bailey, K. M. (1990). The Use of Diary Studies in Teacher Education Programs. In Richards, J. C. and Nunan, D. (Eds.). Second Language Teacher Education. Cambridge University Press.

Banks, O. (1968). The Sociology of Education. London: B. T. Batsford Ltd.

Barksdale-Ladd, M. A. (1994). Teacher Empowerment and Literacy Instruction in Three Professional Development Schools. Journal of Teacher Education, (45)2, pp.104-111.

Bartlett, L. (1990). Teacher Development Through Reflective Teaching, In Richards, J. and Nunan, D. (Eds.). Second Language Teacher Education. Cambridge University Press.

Barnett, R. (1993). Why Restructuring Alone Won't Improve Teaching. Educational Leadership, 49(7), pp. 44-49.

Basaran, O. (1990). A Collaborative Improvement Model of Supervision Developed for the Bilkent University School of English Language. Unpublished M.A. thesis.

Baydar, M. (1973). Ataturk ve Devrimlerimiz. Istanbul: Turkiye Is Bankasi Kultur Yayinlari.

Bell, L. and Day, C. (1991). Approaches to the Professional Development of Teachers. In Bell, L. and Day, C. (Eds.). Managing the Professional Development of Teachers. Buckingham: Open University Press.

Bellon, J. J. and Handler, J. R. (1982). Curriculum Development and Evaluation: A Design for Improvement. Kendall/ Hunt Publishing Company.

Bendix, R. (1968). Modern Society. In Parsons, T. (Ed.) Knowledge and Society: American Sociology. Voice of America Forum Lectures: United States Information Service.

Benne, K. D. (1976a). General Strategies for Effecting Changes in Human Systems. In Bennis Benne et al., The Planning of Change. Fort Worth: Holt, Rinehart and Winston, Inc.pp. 22-45.

Benne, K. D. (1976b). The Processes of Re-education: An Assessment of Kurt Lewin's Views. In Bennis et al., The Planning of Change. Fort Worth: Holt, Rinehart and Winston, Inc, pp.272-283.

Bennett, C. K. (1993). Teacher-Researchers: All Dressed Up and No Place To Go? Educational Leadership, (51)2, pp. 69-70.

Bennis, W. G. (1969). Theory and Method in Applying Behavioural Science to Planned Organizational Change. In Benne, K. D. & Chin, R. (Eds.). The Planning of Change, HRW.

Bernard, H. W. (1972). Psychology of Learning and Teaching. New York: McGraw-Hill, Inc.

Bloome, S. Puro, N. and Theoru, E. (1989). The Task of Reading Comprehension. Educational Leadership, 24(3), p.36-48.

Board Of Education, Ministry of National Education Youth And Sports. (1986) Educational Activities in Turkey (1984-1986). Ankara: Milli Egitim Basimevi.

Bogdan, R. C. and Biklen, S. K. (1992). Qualitative Research for Education: An Introduction to Theory and Methods. Boston: Allyn and Bacon.

Bonstingl, J. J. (1992). The Total Quality Classroom. Educational Leadership, 67(3), pp. 6-76.

Boles, K. and Toren, V. (1992). How Teachers Make Restructuring Happen. Educational Leadership, 49(5), p.53-57

Boudon, R. (1991). Theories of Social Change. Oxford: Polity Press.

Brandt, R. (1990). Reaching Our Goals. Educational Leadership, 48(5), p.3.

Breen, M. et al. (1990). The Evolution of a Teacher Training Programme. In Johnson, R. K. (Ed.). The Second Language Curriculum. Cambridge: Cambridge University Press.

Buchanan, D. A. and Huczynski, A. (1985). Organizational Behavior: An Introductory Text. Englewood Cliffs, N. J.: Prentice Hall.

Bursalioglu, Z. (1990). Turkey. In Handbook of World Education, pp. 807-816.

Calhoun, E. F. (1993). Action Research: Three Aproaches. Educational Leadership, (51)2, pp.62-65.

CARN (Collaborative Action Research Network). (1993). Issue 1.

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

Celce-Murcia, M. (Ed.). (1991). Language Teaching Approaches: An Overview. In Teaching English as a Second or Foreign Language. Boston: Heinle and Heinle Publishers, pp. 3-11.

Chamberlin, C. and Vallance, J. (1991). Reflections on a Collaborative School-Based Teacher Education Project. The Alberta Journal of Educational Research, 37(2), pp. 141-157.

Chaudron, C. (1988). Second Language Classrooms: Research on Teaching and Learning. Cambridge: Cambridge University Press.

Chin, R. and Benne, K. D. (1976). General Strategies for Effecting Change in Human Systems. In Bennis, W. et al., The Planning of Change. Fort Worth: Holt, Rinehart and Winston, Inc.

Clark, J. L. (1987). Curriculum Renewal in School: Foreign Language Learning. Oxford University Press.

Claxton, G. (1989). Being A Teacher: A Positive Approach To Change and Stress. London: Cassell Educational Limited.

Clayton, M. (1993). Total Quality Management At Aston. Paper presented at Aston Summer School.

Clift et al., (1990). Restructuring Teacher Education Through Collaborative Action Research. Journal Of Teacher Education, 41(2), pp. 52-63.

Clough, E. et al. (1989). Learning To Change: an LEA school-focused Initiative. London: The Falmer Press.

Cohen, L. and Manion, L. (1990). Research Methods in Education. London: Routledge.

Crawford, F . (1991). Total Quality Management. CVCP, Occasional Paper. London: The Committee of Vice-Chancellors and Principals of the Universities of the United Kingdom.

Dadds, M. (1993). Thinking and Being in Teacher Action Research. In Elliott, J. (Ed.). Reconstructing Teacher Education: Teacher Development

Day, C. (1993). The Development of Teachers' Thinking and Practice: Does Choice Lead to Empowerment? In Elliott, J. (Ed.). Reconstructing Teacher Education: Teacher Development. London: The Falmer Press.

Davies, B. et al. (1990). Education Management for the 1990's. Essex: Longman Group Limited.

Dean, J. (1991). Professional Development In School. Buckingham: Open University Press.

DiMartino, C. E. (1991). Teacher Education for the Twenty-First Century. Education, 111(3), pp. 377-381.

Doff, A. (1989). Teach English: A Training Course for Teachers, Trainer's Handbook. Cambridge: Cambridge University Press.

Dogan, H. (1981). Ataturk's Functional Views. In Ataturk Devrimleri ve Egitim Sempozyumu. Ankara: Ankara Universitesi Yayinlari.

Dogramaci, I. (1989). Higher Education In Turkey: Developments since November 1981. Ankara: Council of Higher Education.

Early, P. and Bolitho, R. (1981). Reasons To Be Cheerful. Recherches et Echanges, 6(1), pp. 13-33.

Ebbutt, D. (1985). Educational Action Research: Some General Concerns and Specific Quibbles, In Burgess, R. G. (Ed.). Issues in Educational Research: Qualitative Methods. London: The Falmer Press.

Eccles, T. (1993). The Deceptive Allure of Empowerment. Long Range Planning, 26), pp.13-21.

Edge, J. (1987). Teacher Development. IATEFL Newsletter, Teacher Development, 4.

Ellis, R. (1990). Activities and Procedures for Teacher Preparation, In Richards, J. and Nunan, D. (Eds.). Second Language Teacher Education. Cambridge University Press.

Emerson, R. M. (1987). Four Ways to Improve the Craft of Fieldwork. The Journal of Contemporary Ethnography, (16)1, pp. 69-90.

Ertepinar, A. (1990). Yuksekogretim Kurumlarinin Kurumsal Yapilasmalarinda Guncel Hususlar. Ankara: Higher Education Council.

Everard, B. and Morris, G. (1990). Effective School Management. London: Paul Chapman Publishing Ltd.

Fairclough, N. (1989). Language and Power. London: Longman.

Fanselow, J. F. (1987). Breaking Rules: Generating and Exploring Alternatives in Language Teaching. New York: Longman.

Fanselow, J. F. (1992). Contrasting Conversations. New York: Longman

Fetterman, D. M. (1989). Ethnography: Step by Step. Newbury Park: Sage Publications.

Feyzioglu, T. et al. (Eds.). (1981). Ataturk Yolu: Akilci, Bilimci, Gercekci Yol. In Aysan et al. (Eds.).Ataturk Yolu.Istanbul: Gun Matbaasi.

Filstead, W. J. (1970). Qualitative Methodology: Firsthand Involvement With The Social World. Chicago: Markham Publishing Company.

Freeman, D. (1989). Teacher Training, Development, and Decision Making: A Model of Teaching and Related Strategies for Language Teacher Education. TESOL Quarterly, (23)1, pp. 30-53.

Freire, C. (1990). Pedagogy of the Opressed. New York: Continuum.

Friesen, D. W. The Action Research Game. (1994) Educational Action Research, 2(2), pp. 243-259.

Fullan, M. G. (1991). The New Meaning of Educational Change. London: Cassell Educational Limited.

Fullan, M. G. & Hargreaves, A. (1992). Teacher Development and Educational Change, In Fullan, M. G. & Hargreaves, A. (Eds.). Teacher Development and Educational Change. London: Falmer Press.

Gebhard, J. G. et al. (1990). Beyond Prescription: The Student Teacher As Investigator, In Richards, J. & Nunan, D. (Eds.). Second Language Teacher Education. Cambridge University Press.

Gedikoglu, T. (1995). A Comparison of Turkish and American Higher Education Systems. Unpublished Paper Presented at 1995 In-Service Conference, Istanbul.

Geertz, C. (1993). The Interpretation of Cultures: Selected Essays. London: Fontana Press.

George, E. (1991). Towards Empowerment. Educational Leadership, (32)2, pp. 96-110.

Giddens, A. (1993). New Rules of Sociological Method: A Positive Critique of Interpretative Sociologies. Stanford, California: Stanford University Press.

Gilliss, G. (1988). Schon's Reflective Practitioner: A Model for Teachers? In Grimmett, P. P. and Erickson, G. L. (Eds.). Reflection in Teacher Education. New York: Teacher College Press.

Glaser, B. G. & Strauss, A. L. (1967). The Discovery of Grounded Theory. Chicago: Aldine Publishing Company.

Glatter, R. et al. (Eds.). (1989). Understanding School Management. Milton Keynes: Open University Press.

Glickman, (1990). Pushing School Reform to a New Edge: The Seven Ironies of School Empowerment, Phi Delta Kappan, (2)4, pp. 68-75

Goldenberg, C. & Gallimore, R . (1991). Changing Teaching Takes More Than a One-Shot Workshop, Educational Leadership, 49(3), pp. 69-73.

Goodlad, J. I. (1989). A Place Called School: Prospects for The Future. New York: McGraw-Hill.

Goodlad, J. I. (1991). Why We Need a Complete Redesign of Teacher Education, Educational Leadership, 49(3), pp. 4-11.

Goltz, T. and Gillotte, T. (1988). Turkey. Singapore: APA Publications Ltd.

Grimmet, P. P. & Crehan, E. P. (1992). The Nature of Collegiality in Teacher Development: The Case of Clinical Supervision. In Fullan, A. & Hargreaves, A. (Eds.) Teacher Development and Educational Change. London: The Falmer Press.

Grundy, S. and Kemmis, S. (1990). Educational Action Research in Australia: The State of the Art (an overview). In Kemmis, S. and McTaggart, R. (Eds.). The Action Research Reader. Victoria: Deakin University.

Guba, E. G. & Lincoln, Y. S. (1982) Epistemological and Methodological Bases of Naturalistic Inquiry. In ECTJ, 30(4)G, pp. 233-252.

Gul, B. (1992). Becoming Professional and Staying Professional.Unpublished paper presented at the international conference, Teacher Develop Teachers' Research, University of Aston in Birmingham, England.

Gul, B. (1990). Assessing the Effectiveness of the Advanced Level Reading Program at the School of Foreign Languages, Department of Basic English, Middle East Technical University. Unpublished M.A. thesis.

Guruz, K.(1988). Higher Education in Turkey. Unpublished paper presented at the Seminar to New Fulbright Scholars in Turkey, Ankara.

Hammersley, M. & Atkinson, P. (1992). Ethnography: Principles in Practice. London:Routledge.

Hand, M. (1993). Freeing The Victims. Total Quality Management, 23(4), pp.11-18.

Handy, C. B. (1985). Understanding Organizations. London: Penguin.

Hargreaves, A. (1992). Cultures of Teaching: A Focus for Change. In Hargreaves, A. and M. G. Fullan, Understanding Teacher Development.London: Cassell.

Hargreaves, A. (1992). Changing Teachers, Changing Times. London: Cassell.

Hargreaves, A. & Fullan, M. G. (1992). Introduction. In Hargreaves, A. & Fullan, M. G. (Eds.). Understanding Teacher Development. London: Cassell Educational Limited.

Hargreaves, D H. & Hopkins, D. (1991). The Empowered School: The Management and Practice of Development Planning. London: Cassell.

Harvey, L. and Green, D. (1993). Defining Quality. Assessment & Evaluation in Higher Education, (18)1, pp.9-34.

Harvey, L. et al. (1992). Criteria of Quality: Summary. Birmingham: QHE.

HEC (1991). Ankara: Higher Education Council.

Higher Education Council. (1987). Universite Yonetim ve Ozerklik Sistemi. Ankara: Higher Education Council.

Higher Education Council. (1991). Turk Yuksekogretiminde On Yil 1981-1991: 1981 Reformu ve Sonuclari. Ankara: Higher Education Council.

Higher Education Council. (1993). Cagdas Yuksekogretim Sistemleri ve Ara Kuruluslar. Ankara: Higher Education Council.

Higher Education Council. (1994). Higher Education System of Turkey. Ankara: Higher Education Council.

Hekman, S. J. (1983). Max Weber and Contemporary Social Theory. Oxford: Martin Robertson.

Henderson, J. (1992). Restructuring. Executive Educator, (14)2, pp.39-47.

HEST (1994). Ankara: Council of Higher Education

Higher Education Council. (1991). Ankara: Higher Education Council.

Holly, M. L . & McLoughlin, C . (Eds.). (1989). Perspectives on Teacher Professional Development. The Falmer Press.

Hopkins, D. & Reid, K. (Eds.). (1985).Drift and the Problem of Change in Canadian Teacher Education. In Rethinking Teacher Education, pp.107-129. London: Croom Helm Ltd.

Horvath, B. (1990). Innovating In Schools. Routledge.

Huberman, M. (1988). Teacher Careers and School Improvement. Curriculum Studies, (20)2, pp.119-132.

Husen, T. (1988). Research Paradigms in Education. In Keeves, J. P. (Ed.). Educational Research, Methodology and Measurement. Oxford: Pergamon Press

Imai, M. (1986). Kaizen: The Key to Japan's Competitive Success. New York: McGraw Hill Publishing Company.

Inan, M. R. (1983). Ataturk'un Evrenselligi, Onder Kisiligi, Egitimci Kisiligi ve Amaclari. Ankara: UNESCO Turkiye Milli Komisyonu.

Ingram, D. (1991). Total Quality Management. Educational Leadership, (34)3, pp.46-58.

Johnson, R. W. (1993). Where can Teacher Research Lead? One Teacher's Daydream. Educational Leadership, (51)2, pp.66-68.

Jorgensen, D. L. (1989). Participant Observation: A Methodology for Human Studies. New Bury Park: Sage Publications.

Joyce, B. and Weil, M. (1992). Models of Teaching. Massachussets: Allyn and Bacon.

Kanter, R. M. (1992). The Change Masters: Corporate Entrepreneurs at Work. London: Routledge.

Kanter R. M. (1979). Power Failure in Management Circuits. Harvard Business Review, (57)4, pp.65-76.

Kennedy, C. (1987). Innovating for A Change: Teacher Development and Innovation, ELT Journal, 41(3), pp.163-171.

Kidder, L. H. (1981). Research Methods in Social Relations. New York: Holt, Rinehart and Winston.

Kocer, H. A. (1981). Importance of Ataturk in Turkish History of Education. In Ataturk Devrimleri ve Egitim Sempozyumu. Ankara: Ankara Universitesi Yayinlari.

Kuzmic, J. (1994). A Beginning Teacher's Search for Meaning: Teacher Socialization. Organizational Literacy, and Empowerment. Teaching and Teacher Education, 10(1), pp. 15-27.

Landsheere, G. De. (1988). History of Educational Research. In Keeves, J. (Ed.). Educational Research, Methodology, and Measurement Oxford: Pergamon Press.

Lanier, J. E. & Little, J. W. (1990). Research on Teacher Education, In Houston, W. R. (Ed.). Handbook of Research On Teacher Education. New York: Macmillan.

Larsen-Freeman, D. (1986) Techniques and Principles in Language Teaching.Oxford University Press.

Lewin, K. M. & Stuart, J. S. (1991). (Eds.). Educational Innovation in Developing Countries.London: The Macmillan Press Ltd.

Lewis, A. C. (1990). Different Strokes? Phi Delta Kappan, 33(2), pp. 340-341.

Lewis, B. (1993). Modern Turkiye'nin Dogusu. Ankara: Turk Tarih Kurumu Basimevi.

Lortie, D. C. (1977). Schoolteacher: A Sociological Study. Chicago: The University of Chicago Press.

MacDonald, B. (1991). Critical Introduction: From Innovation to Reform--A Framework for Analysing Change, In Rudduck, J. Innovation and Change. Buckingham: Open University Press.

Maslow, A. H. (1968). Toward A Psychology of Being. London: Litton Educational Publishing Inc.

Mastenbroek, W. F. G. (1987). Conflict Management and Organization Development. Chichester: John Wiley & Sons.

McNergney, R. F. & Carrier, C. A. (1981). Teacher Development. New York: Macmillan Publishing Co., Inc.

Middle East Technical University Graduate Catalog. (1991). Ankara: the Middle East Technical University.

Miles, M. B. and Huberman, A. M. (1994). Qualitative Data Analysis. California: Sage Publications.

Milli Egitim Bakanligi. (1979). Universiteler Yasasi Tasarisi. Ankara: M.E.B Talim ve Terbiye Dairesi.

Ministry of National Education, Youth and Sports. (1986). The Constitution of the Republic of Turkey : 1982. Ankara: Ministry of National Education.

Munro, A. et al. (1989). Counselling: The Skills of Problem-Solving. London: Routledge.

Murphy, J. (1991). Restructuring Schools: Capturing and Assessing the Phenomena. New York: Teachers College Press.

Nunan, D. (1989). Understanding Language Classrooms. New York: Prentice Hall.

Nunan, D. (1992). Research Methods in Language Learning. Cambridge University Press.

Oppenheim, A. N. (1992). Questionnaire Design, Interviewing and Attitude Measurement. London: Pinter Publishers.

Oktay, (1970). Osmanli Imparatorlugu. Ankara: Milli Egitim Bakanligi Basimevi.

OSYM (1990). Turkish Higher Education Since 1981. Journal of Turkish Higher Education, 4(4) pp. 35-52.

Peters, T. J. and Waterman, R. H. (1990). In Search of Excellence. London: Harper and Row Publishers.

Pirsig, R. M. (1974). Zen and The Art of Motorcycle Maintenance: An Inquiry Into Values. London: Vintage.

Plant, R. (1987). Managing Change and Making It Stick. London: Fontana/Collins

Pogrow, S. (1990). HOTS (Higher Order Thinking Skills): Using Computers To Develop Thinking Skills in Students At Risk. New York: Scholastic Inc.

Porter et al. (1990). An Ongoing Dialogue: Learning Logs for Teacher Preparation, In Richards, J. & Nunan, D. (Eds.). Second Language Teacher Education. Cambridge University Press.

Prawat, R. S. (1991). Conversations With Self and Settings: A Framework for Thinking About Teacher Empowerment, American Educational Research Journal, 28(4), pp. 737-757.

Price, E. (1993). Educated Power. Journal of Managerial Psychology, 8(3), pp.10-22.

Reigeluth, C. M. (1992). Educational Technology, (42),(3), pp.9-13.

Richards, J. (1990). The Dilemma of Teacher Education in Second Language Teaching. In Richards, J. and Nunan, D. (Eds.). Second Language Teacher Education. Cambridge University Press.

Richards, J. C. and Lockhart, C. (1995). Reflective Teaching in Second Language Classrooms. Cambridge University Press.

Richards, J. C. and Rodgers, T. S. (1986). Approaches and Methods in Language Teaching. Cambridge University Press.

Ripley, R. E. & Ripley, M. J. (1993). Empowerment: What To Do with Troubling Employees? Journal of Managerial Psychology, 8(3), pp.3-9.

Rogers, C. (1983). Freedom To Learn for the 80's. New York: Merrill

Romanish, B. (1991). Empowering Teachers: Restructuring Schools for the 21st Century. Lanham, U.S.A.:University Press of America.

Rossner, R. & Bolitho, R. (Eds.). (1990). Currents of Change in English Language Teaching. Oxford University Press.

Rudduck, J. (1991). Innovation and Change. Buckingham: Open University Press.

Sagor, R. (1991). What Project LEARN Reveals about Collaborative Action Research. Educational Leadership, (52)6, pp. 24-27.

Schon, D. (1991). Educating the Reflective Practitioner. San Francisco: Jossey-Bass Publishers.

Scott, C.D. & Jaffe, D. T. (1991). Empowerment: Building a Committed Workforce. London: Kogan Page Ltd.

Serdarlar, N. and Cetinkanat, F. (1970). Turkiye Cumhuriyet Tarihi: 1918-1964. Istanbul: Inkilap ve Aka Kitabevleri Koll. Sti.

Sikes, P. (1992). Imposed Change and The Experienced Teacher. In Fullan, A. and Hargreaves, A. (Eds.) Teacher Development and Educational Change. London: The Falmer Press.

Smith, J. M. and Lotven, B. A. (1993). Teacher Empowerment in a Rural Setting: Fact versus Fantasy. Education, 113(3), pp. 457-465..

Sonmez. F. (1984). Ogretim Uyesi Yetistirme. Paper submitted at the Educational Science Symposium, 5-6 April, 1984, Ankara University.

Sowden, S. & Keeves, J. P. (1988). Analysis of Evidence in Humanistic Studies, In Keeves, J. P. (Ed.). Educational Research Methodology, and Measurement: An International Handbook. Oxford: Pergamon Press.

Sprague, J. (1992). Critical Perspectives on Teacher Empowerment, Communication Education, 41(4), pp. 181-203.

Stoll, L. (1992). Teacher Growth in the Effective School. In Fullan, M. G. and Hargreaves, A. (Eds.). Teacher Development and Educational Change. London: Falmer Press.

Strauss, A. & Corbin, J. (1990). Basics of Qualitative Research: Grounded Theory: Procedures and Techniques. Newbury Park: Sage.

Stuart, J. S. (1991). Classroom Action Research in Africa: A Lesotho Case Study of Curriculum and Professional Development. In Lewin, K. M & Stuart, J. S. (Eds.). Educational Innovation in Developing Countries: Case-Studies of Changemakers. London: The Macmillan Press Ltd.

Taft, R. (1988). Ethnographic Research Methods. In Keeves, J. P. (Ed.). Educational Research Methodology, and Measurement: An International Handbook. Oxford: Pergamon Press.

Tan, M (1981). Ataturk ve Karma Egitim. In Ataturk Devrimleri ve Egitim Sempozyumu. Ankara: Ankara Universitesi Yayinlari.

Tasdurmaz, R. (1982). Turkiye'de Yuksek Ogretimle Ilgili Verilerin Degerlendirilmesi. Ankara: Devlet Planlama Teskilati.

Taylor, J. S. & Bogdan, R. (1984). Introduction to Qualitative Research Methods: The Search for Meanings. New York: John Wiley & Sons.

T. C. Yuksekogretim Kurulu Baskanligi. (1993). Cagdas Yuksekogretim Sistemleri ve Ara Kuruluslar. Ankara:

Thomas, J. (1993). Doing Critical Ethnography. Newbury Park, California: Sage Publications

Tribus, M. (1990). The Application of Quality Management Principles in Education, at Mt. Edgecumbe High School, Sitka, Alaska.

Tribus, M. (1992). Quality Management in Education. Published paper presented at the 1992 National Forum. British Deming Association.

Trow, M. (1968). The Sociology of Education. In Parsons, T. (Ed.) Knowledge and Society: American Sociology. Voice of America Forum Lectures: United States Information Service.

Tye, K. A. (1990). (Ed.). Introduction: The World at a Crossroads. In Global Education: From Thought to Action. Alexandria, VA: ASCD.

Turkish Ministry of Press Broadcasting and Tourism. (1961). The Life of Ataturk. Istanbul: Dizerkonca Matbaasi.

TUSIAD (1993). Turkiye'de ve Dunyada Yuksekogretim, Bilim ve Teknoloji. Istanbul: Esen Ofset, A.S.

Tyler, W. (1988). School Organisation: A Sociological Perspective. London: Croom Helm.

Ur, P. (1992). Teacher Learning. ELT Journal, 46(1), pp. 56-61.

Uzuncarsili, I. H. (1975). Osmanli Tarihi, II Cild : Istanbul'un Fethinden Kanuni Sultan Suleyman'in Olumune Kadar. Ankara: Turk Tarih Kurumu Basimevi.

Villalta, J. B. (1979). Ataturk. Ankara:Turk Tarih Kurumu Basimevi.

Wallace, M. (1991). Training Foreign Language Teachers. Cambridge:Cambridge University Press.

Wals, A. (1994). Action Research and Community Problem Solving: Environmental Education in an Inner City. Educational Action Research, 2(2), pp. 163-182.

Whitaker, P. (1993). Managing Change In Schools. Buckingham, Open University Press.

White, R. et al . (1991). Management in English Language Teaching. Cambridge: Cambridge University Press.

Widdowson, H. (1990). Aspects of Language Teaching. Oxford University Press.

Wideen, M. F. (1992). School-Based Teacher Development, In Fullan, A. and Hargreaves, A. (Eds.) Teacher Development and Educational Change. London: The Falmer Press.

Wolcott, H. F. (1994). Transforming Qualitative Data: Description, Analysis, and Interpretation. Thousand Oaks, California: Sage Publications

Woodward, T. (1991). Models and Metaphors in Language Teacher Training. Cambridge University Press.

Worsley, P. (1975). Introducing Sociology. Middlesex, England: Penguin Ltd.

Yavuz, U. (1995). Ataturk's Reform Strategies. Personal communication.

Zinker, J. (1977). Creative Process in Gestalt Therapy. New York: Vintage Books.

Zollschan, G. K. and Hirsch, W. (1964). Explorations in Social Change. London: Routledge and Kegan Paul.

Zuber-Skerritt, O. (1992). Action Research in Higher Education: Examples and Reflections. London: Kogan Page Limited.

APPENDIX A

ARM -1 GROUP 1
DATE: Jan. 8, 1992
PLACE: Seminar Room
PRESENT: A, B, C, D, E, F, G

FIELD NOTES ARM-1	EMERGING THEMES
(This is the first AR meeting I am having with a group of teachers. I am quite excited). [..] BN: ... for the rest of your life. This is something that will be done for the first time at METU, right? So, we need to put all our efforts into it. **(I am really excited because it is a change and I am initiating a change. I wish I had a crystal ball so that I could see into the future.)**	~~MCL(1) MEETING WITH CLIENTS (CS)~~ - meeting with clients (MEE-CLS) - introduction to project (PRJ-INT) OC :- excitement -wish to see into future
Now, I want to show you something first. I need a volunteer for this. One volunteer. O.K. (*A volunteers*) Right, we'll have to go outside. (*I take A outside, explain to her what she will do and come back into the room)*	~~WAC(2) WORKSHOP ACTIVITY~~ - asking for volunteer - instructions to volunteer (A) * Solicit participation for task (TAS-PAR)
BN: Now, she's going to be blindfolded. **(This is an activity called the Quaker Model which I took from teacher training notes of Y. The purpose is to initiate the participants into the concept of teacher collaboration for change.)** I want you...can you sit on the floor? I want you to form blocks for her. She's gonna have to find her way through you. So, make the blocks a bit difficult for her. **(These blocks are supposed to represent problems that teachers have to overcome.)**	OC :- activity: Quaker Model -purpose of activity ~~WAC(2)~~ instructions to AS * Explanation of task (TAS-EXL) OC :+ blocks represent problems teachers (TS) have to overcome
B: Bena, we've formed the first block here. BN: O.K. fine, very good, yeah. Where would you.... (.....) BN: O.K. fine. B: Is she coming? BN: No, no, not yet!!!! (...) (*We're trying to arrange the blocks*)	~~WAC(2)~~ arranging blocks (TAS-EXL)
(*At that moment, D comes in and I address her*) Would you like to take a seat on the floor? D: Sure.	~~MCL (1)~~ (DIV-TAS) Diversion from task client D late to meeting (1) (CLT-PAR) Client participating in task

FIELD NOTES ARM-1	EMERGING THEMES
BN: O.K. Now, we have to decide on the strategy, how are we going to guide her? She'll be blindfolded. How are we going to guide her? **(It is collaboration that I want to emphasize.)** B: By talking perhaps? BN: O.K. Whatever you like, you decide. **(I want them to make their own decisions without my interference.)**	~~WAC(2)~~ strategy decision for helping A * Elicit strategy for task (TAS-STR) OC: emphasis on collaboration OC: emphasis on CS own decisions without CA's interference
(*There's a knock on the door.*) B: With the clap perhaps, no, is... (*E has come.*) BN: Hello, welcome! Take a seat on the floor. (*laughter*) C: But Bena, I don't understand the rest. Is she going to... **(I'm wondering if my instructions weren't clear)** BN: She's gonna come in.. C:..or just miss us? BN: That's up to you to decide. She's gonna have to pass through you and reach the blackboard. C: O.K.	~~MCL(1)~~ client E late to meeting (TAS-EXL) OC: uncertainty about instructions OC: repeating instructions
BN: So, you have to help her. How do you want to help her? Would somebody like to take her by the hand, or just tell her? **(I am just trying to guide them.)** B: Let's tell her. O.K.	~~WAC(2)~~ ~~strategy decision~~ (TAS-STR) OC: trying to guide CS
BN: E, would you like to take... E: I have a question. Aren't we supposed to come to this meeting tomorrow? BN: No, it was today. E: But we talked with you and you told me that MEDU meeting was.. **(This is getting tedious.)** BN: Tuesday so, we're having it today. E: Tuesdays and Wends..Thursdays. So what about the Thursday one, aren't we going to have it on Thursday? BN: Yeah, but this is not MEDU, this is different. (He is confused about the meetings.) E: What is it? (*laughter)*	~~MCL(1)~~ (DIV-TAS) Diversion from task CL-E confused about meeting time (CLT-COF) OC: explanation to E tedious

FIELD NOTES ARM-1	EMERGING THEMES
BN: Well, you'll see, you've come to the meeting now. **(I don't want to cut the flow of the activity so I refrain from making a long explanation.)**	closure of discussion with client DIS-CLO OC: refraining from a long explanation to E
O.K. Decide on the strategy. She has to reach the blackboard. Maybe you can form more blocks here. If she is going to walk to the blackboard..or do you want her to walk to the window. What do you want? B: Blackboard (...) BN: D, can you form another block somewhere? (I *think the blocks are spread out unevenly.*) D: sure. (....)	~~WAC(2)~~ strategy decision TAS-STR - 3 arranging blocks TAS-EXL - 4
BN: You're really blocking her. (*Laughter*) B: Why do you want us to help her? (*Laughter*) **(That's an interesting question, I wonder why she asked that question, but I can't ask any questions now, otherwise we'll never finish this meeting!)** BN: You're playing the role of the block and helper also. You're playing the role of the block because I don't have any other people. Actually other people should be here..but..	~~WAC(2)~~ reason for helping A OC: no time to ask reason for B's question (9) role of block + helper TAS-EXL - 5
O.K.? Have you decided on the strategy?...You'll talk to her? D: What strategy? BN: To lead her to the blackboard. D: Hmm. C: Or not just say anything but clap. (....)	WAC(2) strategy decision TAS-STR 4
BN: O.K. Ready? Shall I call her? (*I bring A in and try to explain to her what the situation is*) There are blocks on your way, A. And you're gonna have to find your way through the blocks. And you'll have helpers, O.K.? A: Uh-huh. BN: I'm leaving you now. Are you alright? A: Yes, I'm fine.	~~WAC(2)~~ ~~CA bringing in A~~ ~~CA instructing A~~ TAS-EXL - 6 TAS-BEG
A: Are they going to talk to me? The helpers? BN: You ask them.	WAC(2) ~~A asks CA if CS will talk to her~~ ~~CA tells her to ask CS~~ TAS-BEG

APPENDIX B

ARM-1
DATE: Oct.7, 1992
PLACE: N's house
PRESENT: A, I, L, M, N, P, Q, S, T

FIELD NOTES ARM-1	EMERGING THEMES
PMO: **We have newcomers. I, P, Q and T. We'll have to negotiate with them. I am wondering if they will want to work on this project. (Actually I is not really a newcomer she was part of the project last year but dropped out because she didn't have a class the second semester.)* **The group members seem closely knit together and I feel a certain sense of pride and achievement. The newcomers seem a little tense but I think it's only natural because they don't know what fate has in store for them!* **It's good to be back. Everyone seems happy, they are chatting away.* **I certainly need someone else to take notes. It's becoming increasingly difficult to coordinate the meeting and take good notes at the same time.*	CLT-ATT CLT-CMF Clients feeling comfortable NEC-TEN Newcomers feeling tense
AGENDA: 1. Negotiating: when and where to meet 2. Meetings--in English recorded 3. Newcomers--introduce them 4. How do we pass on what we've learned 5. Newsletter 6. Reporter	MEE-AGN Setting the agenda for the meeting
1.Negotiating I thinks that time is short. She goes on to talk about student diaries. She tried it with her class last year in the first semester, told the students what she wants them to do. **(The idea of having students keep diaries sounds great.)**	SUG-DIA Suggestion for diary keeping for ss
A is pregnant and says she has to sleep a lot. She can therefore only act as an evaluator of our project and cannot attend meetings. **(Realities of life!)**	CLT-ATT Client pregnancy
P is available.	

FIELD NOTES ARM-1	EMERGING THEMES
Q can't promise, will tell us on Saturday. **(I have a feeling that he is afraid of committing himself.)**	UNC-ATT Uncertainty of attendance
T would like to join our project but he has got a busy schedule. **(This seems to be everyone's problem!)**	UNC-ATT
In the future, we will have the meetings on Wednesdays at 7:30.	NEG-SCH
2. Meeetings No one objects to the idea of having the meetings in English. They also think that recording the meetings is a good idea.	MEE-REC Client opinion on recording meetings
3. Newcomers I introduce the newcomers to the group members.	INT-NEWI Introducing newcomers
The newcomers can't really say whether they can work with us.	UNC-ATT
4. Passing on information We decide that we can do that through diaries. I promise to bring S's diary for Q and T.	INF-DIM Information dissemination TAS-CAG Task for the change agent
5. Newsletter A says she can be in charge of the newsletter as she is free in the afternoons. I volunteers to be the editor. S says she can help with the write-up.	PRP-NWL VOL-NWL Volunteering for newsletter
6. Reporter N will take notes from now on. I will also take notes and we will record the meetings. In this way, we will triangulate the data we collect in our meetings.	MEE-NOT Note taking during meetings
I will meet A on Friday at 12:30 for lunch. We will discuss the details of the newsletter to be prepared.	TAS-CAG

FIELD NOTES ARM-2	EMERGING THEMES
Erm, I said there were three basic questions we had to discuss: What are we here for, what do we want to do (which are basically similar things), and the second one, we might as well say instead of the third one, how do we want to go about it?	ATN-TOP
And in response to that there were three groups of answers: one was institutional, one was for teachers and one was for learners. And I think the group that got most of the answers was for teachers themselves and among the things given were 'self-improvement', guidance of others, you know so that you could guide others, a challenge, co-operate with others. So, we did a sort of brain map like this. Do you remember that? N: Yes, I remember.	
BN: So in fact, we're doing it for ourselves, it seems. M: Not me. I mean.. S: I think it works both ways. M: Yeah, both ways really. You're right.	CLT-DIG Disagreement of client with change agent CLT-AGR client agreement with client
E: But, of course, usually it starts on the micro level, and it becomes then, the macro level. It should be like that, I mean, think of RSA. Ar first, I think it was O'Donnell and starts with coordinators, just the coordinators and then you know, it spread to the other guys, so I think in that way it should start like this. **(I guess macro means the people in the administration and micro the teachers in the department.)**	CLT-CMT Client comment on change
S: And it automatically works for your learners, for your students, because you're always working on it. It's reflective. N: If you improve yourself, it affects the way you teach, so both ways.	CLT-CMT
BN: So my point is, er, what I'm trying to do, or what I'm trying to prove is that first you have to get the teachers, because teachers are the front-line people. You have to get the teachers to improve themselves first ...	TER-INV Involvement of teachers

APPENDIX C

ARM-31
DATE: June 16, 1994
PLACE: B's house
PRESENT: B, L, N, S

FIELD NOTES ARM-1	EMERGING THEMES
S:..and it's our thirty-second meeting BN: No, thirtiest. S: Thirtiest? N: It can't be. S: No, it's either thirty-first, or thirtiest meeting. BN: Oh, no, no, no. First, I think... S: Thirty-second because, err..we finally found out that..yeah. N: It's either thirty-first or thirty-second. BN: Twenty-nine, thirty, thirty-first..	
S: Thirty-first meeting and we're at B's and we have N, L, BN, B and myself here. We're munching at the same time. So, please don't mind the noise! O.K. What's on our agenda, today? We read an article.	
BN: The first thing, er..before the article, the first thing, have you completed your diaries, my dear?	
S: No, I haven't been able to. BN: O.K. Is there any chance of your doing that? S: When? BN: Er..I don't know... S: To be honest, it depends on how I feel..cause err..all the time I spend at home. I spend it in bed. BN: Uh-huh. **(I really feel sorry for her).** S: You know lying on my back..so I haven't been able to do anything.	
B: When are you going, Bena? (*client inquiring about my travel to England*) BN: Probably, begining of July. Not the very beginning maybe. B: Uh-huh. I won't be able to finish it err..by..Saturday and I'm going on Saturday. But I will be coming back a week later so I can give it to you on the 27th.	

FIELD NOTES ARM-1	EMERGING THEMES
BN: You can always leave it somewhere..where I can pick it up. B: O.K. BN: So, I can take that a a promise from you then.	
BN: Right. Now, today, this is the end of the three-year research. First of all, I must thank you. I mean, for putting so much effort and erm..being..for your involvement, for your commitment **(I'm getting excited and emotional!)** I think we deserve a big round of applause. (*applause*)	
BN: At last...yeah..O.K. Did you have time to think about the feasibility of this project? (pause; people are dropping what they are eating; laughter) O.K. If you've given it some thought, I have some questions for you. N: Yeah, if you can ask some questions, maybe it will be easier for us to make some comments.	
BN: Erm..now, my aim is to investigate the feasibility of such a project. That's my ultimate aim. **(I wonder if I've worded that correctly?)** {Uh-huh} To investigate the feasibility of teacher development through a collaborative action research project.	
O.K. Now, we need to analyze this in two parts. The first is the structure of this erm..by analyze I mean, erm...comment on, reflect, erm..The first thing is structure: who are we? What is the format? (I hope I can express this adequately!)	
BN: And then the content, of course.	
BN: So, for the structure. let's define the structure of the group. L: O.K. BN: So..I consider myself as a change agent..erm.. S: I think we're volunteers. Volunteering..erm..you know, change maker or change willers...(*laughter*)	

FIELD NOTES ARM-1	EMERGING THEMES
S: And I personally believe that, if you spot a problem, you should try..erm..to solve it, you know, don't wait for others to do something for you but do something yourself. I think we're all..erm..on the same track, so that's why we are here.	
BN: yeah, and we came together randomly, didn't we? {Yeah} BN: Erm..Those of us who are here now responded to my memo, if you remember, 3 years ago, inviting anyone who would be interested in such a project...erm..I see myself...now we've talked about this in the meetings as well. **(Yes, we did talk about this)** B: Yes.	
BN: I see myself..at the beginning..as a leader. B: Kind of guide. BN: No, I mean at the beginning. B: Yeah, O.K. (What, am I forcing her to agree with me?)	
BN: Controlling and monitoring the work. But then gradually...How would you classify me? N: I think we can use the word 'guide' because, you know, first of all, at the very beginning, you were the leader, right? You brought a lot of things to su. Then, you just..erm..gave the topic or, you know, helped us to work on...or, you know, help us to choose what we should be doijng. That's why we can consider you as a guide later maybe. **(So, she thinks I was like a leader at the start of the project.)**	
BN: Let's think about the years..year by year. Could we think on a chronological basis? First year, second year, third year? B: Well, first year, for sure... N: You were the leader. L: And last year, you had some tricks, you know (*laughter*) (*referring to my withdrawal*)	

APPENDIX D

INTERVIEW TRANSCRIPTS 91-92

INTERVIEW 1

Questions:

1. Have you made any personal discoveries?
2. What have you learned in the past months?
3. Have you made any professional discoveries?
4. Can you extend what you have learned to your students?
5. Did you feel that I was imposing anything on you?
6. Would you like to comment on the way I conducted the sessions?
7. Do you think you could start your own group?
8. Do you think that we should have regular in-service sessions or engage in collaborative research-based wok (CRBW)?
9. Do you think we can get better results by approaching students from a psychological perspective?
10. How can we fit in a psychological dimension in the curriculum?
11. Would you like to comment on anything else that we have not had a chance to talk about?

Teacher A

1. Self-awareness,.. parent-child,.. helped me to see others by putting on new glasses, something different than what I already had. I started to observe myself in a different perspective which I had been trying to do instinctively but without knowing the terminology. The adjective exercise we discussed..... I wrote anti-humanistic for people I detested. That shook me. Because I realized that what I really hated in other people I was doing. In fact, I wanted to lie, be lazy, be late to my appointments. Because being on time etc. gives a burden on you, sometimes you want to lie, too.

2. Lots of terminology.--schema, activate, active listening-- terminology--what they meant, how to use them, what they really mean. Sometimes we say to our students to listen actively without really knowing what it means.
Sharing ideas with my colleagues... You learn a lot. Some are more experienced. If a person reacts a different way to a specific situation. I thought there would be only one reaction. When people defend themselves, they're right, could be to a manager, student, colleague etc. For example, when a student doesn't do homework, Teacher X might react differently. Sharing experiences widens your horizon.

3. First of all, it helped me to think more before I stepped into the classroom. Because we were dealing with reading, reading has the priority. Also motivation, psychology of students, and some small details like what's going on in class. You're so busy teaching grammar that you can't see the small feedbacks in fact the students are giving. It didn't change the techniques, systems, and activities. It helped me to see in a different way but I didn't want it to change. Perhaps it takes time. I'm always like this. I first observe, then digest it and make the necessary changes. I can't change right now because I haven't digested the system that I want to use with my students. I change slowly.

4. Certainly I can. I think it will take time, my time and their time as well. As I have said before, I first have to digest it. If I can't digest it, it'll be a shock for them, it' ll be in the air. I need more knowledge and time in fact. This is not enough to apply something which is brand

new, something which they haven't done before, something brand new. Ordinary is what I usually do, what others do. For example the psychological tests, students will say this is a language class, they'll say, "What is this for?" A second thing is that I am not good at psychology.

5. No, not really. I didn't feel that way but I thought that action research was searching about something about what goes on in class and the thing which was going on in class. I thought psychology was imposed not by you actually but maybe we decided together. I want to clarify my mind because I feel that the students did not say anything psychological. It wasn't the students who gave us such feedback; it was the group. so, I felt myself self-guided because the students did not point to that. I can't understand--the materials they gave us did not mention the word psychology.

6. The workshops. It was excellent. Controlling was well-organized; where to stop, where to interfere, and whom. Very democratic, never ever skipped any one of us. Because this is a group with different characteristics, it is difficult to conduct sessions. You have to balance the people who want to talk more and those who want to keep quiet. You were very professional, demanding ,and always in control as a conductor. If started my own group but I would be scared of losing control--the members might get lost. I may start with psychology and end up with sociology. You enable us to come back to the point which I would have difficulty in doing.

7. Not at the moment. I need to learn more, more experience with what we're doing. I need more guidance. And of course, I should read more during the summer. To establish such a group, I should be on a better level, like you, your accumulation of knowledge and skills.

8. The reason is.. last semester I've attended the MEDU sessions. What is done there is fine, but I want more. Because I have been doing that (like doing my MA, I've been trained as an English teacher) There are bright ideas but I can imagine ideas on my own, but with CRBW I need help. If we compare MEDU to action research I can say I learn three out of five at MEDU sessions because I know the other two. But with CRBW I learn five out of five.

9. Of course, there is no other way. We should do that. You can't observe a student as if she is a chair. she has a character. She has many experiences in this or that level. All of these things make up that level. To be friends with a cat, you have to know about animal psychology.

10. We may start like MEDU at the beginning. We can talk about why we're doing it and how it can be done. First phase is the confrontation phase, it shouldn't be done in a compulsory way. Then they form a kind if a reaction (our Mediterranean character). Although teachers don't come when they're not forced. That kind of intellectual thinking--mentality towards in-service does not exist.

11. I think psychology was imposed--that's the most important and I said it. But class discussions were enjoyable,

Teacher E:

1. On the whole, it was not a big discovery. I joined the team, I really thought that I could learn something in terms of different reading strategies, how to contact with the students in terms of reading in a better way. When you think of that, you have to think of student psychology, what hinders them from understanding reading passages/articles they have to deal with. When they say they don't understand and it's because of vocabulary, it can't be. There must be something behind it like a mental block or fear of understanding. I think that I have to learn more of psychology od different approaches to be able to cope with this.
One discovery is the "I'm O.K." Of course you have an idea about that but not in an acedemic way. That's a discovery-it became clearer in my mind. It a kind of enlightenment. Maybe you're wording was different but you should know and look at it--the relation with your students from that perspective.
Active Listening--that's interesting, the photocopies you gave. There are things that you intuitively know but you can't express. When you read about them, you say "That's it." Through experience, you learn these things but doing it in an academic way makes these things settle in your mind.

2. I haven't studied ELT at faculty. We had only one lesson-- Methodology in our third year. We had grammar, translation etc., but in fact I'm basically a literature student. There are many things that I learned--theory for example, David Nunan: I read about four chapters. It gives you something. How people look at language; what people should do or planning.
Mostly, it is psychology that was interesting to me. Psychological dimensions of ELT. Terminology, you tried to deal with it in a more academic way--in professional terms. I learned about Counseling. You learn how to convey your message to the student and how to diagnose the problem in that person. In fact, you learn the questions that should be asked. Of course there are many questions that you can ask but they won't lead you anywhere.When you study something in psychology, you start looking at people from different perspectives. These workshops widen our horizons.

3. Some of the things are new, sometimes you get lost. You can feel that during the sessions or going over it after the sessions. It may be vague not clear. Many of the things or most important part happened towards the end of the semester when we were very tired. That's why when I tried to read "I'm O.K." I couldn't. I'm waiting for the end of June. I think I can extend that to my students. I think we still need time. I think it was a good idea not to start any new reading activity: we should finish the psychology part first. Something we should d: if we want to go on working, do reading. For example books.. (he mentions some book names).

4.&9. We have to learn more about human psychology, student psychology and we should learn more about ourselves. Who are we? I'm interested in photography. I bought a camera and I realized that there were a lot of things to learn if you don't want to have flat pictures and be a snap-shot photographer. I started reading about photography and started taking pictures.

5. No, I can't say that. I haven't felt that. Sometimes you gave us homework. That is not imposing something, you have to do that to see how it goes. Sometimes this happens. But in time we learn about each other's approaches, it's natural. I tried to tell something, a personal idea on a subject.I understand that it may be misinterpreted. Maybe it's because of my style.I try to convey my message.
Also when we are doing groupwork, we should not be imposing on each other.

INTERVIEW TRANSCRIPTS 92-93

INTERVIEW 1 (January 1993)

Questions:

1. In one of our meetings, we decided on the reasons why we want to do action research as groups members. We agreed that there were two reasons. The first reason was that teachers like to be active, try to catch up with new things in the field of ELT. The second reason was to be better teachers for students. Would you like to comment on that? Do you agree with that? What do you think?
2. Remember at S's house and we started talking about lack of motivation, loss of interest.
3. Remember last year we opened up to one another because we had the psychology sessions. Do you think that that would have been possible without these sessions? Do you think that we could have done that if we hadn't had those sessions?

3a. *(To those who did peer observation)* You've observed classes, haven't you? What do you think about peer observation?

4. Well, we have this problem of transcription. You know we can't transcribe the meeting cassettes. How should we solve that problem, what do you think?
5. Remember we talked about preparing extra materials (supplementary materials). We said that after a certain period we get bored of preparing materials and we stop because we see others doing nothing and we become typical teachers. Do you think that's true?
6. Can you compare how you felt this year and how you feel this year as a member of the action research group?

Teacher L

1. We're teaching four hours a day. We're active of course, in the classroom. I have started to think that four hours for a teacher is a bit too much and this may easily lead to monotony. And in order to get rid of that monotony, we have to do something and this action makes me active. So this is one motivation. I feel that I have to be different than others. So, I strongly agree with that (*referring to the first purpose stated*). (*Now talking about second purpose*) Our main purpose is to teach better. So, of course that is true. The first one (*purpose*) is of course limited in terms of improvement. When we say active, we may be active, but we may not be improving ourselves. Plus, I'd like to say we're improving ourselves rather than being active probably. We're being active; plus, we learn something new and improve ourselves. By active I mean doing extra things, other than what the program suggests.

2. Well, personally, at that time, you know that I had a motivation problem because I had personal problems. Of course it's natural to have problems. But when such things happen, since we're professionals, we should not reflect those problems on to the group. We have to cope with our problems within ourselves. That's the ideal way. That's what I'm trying to do. I'm not very successful in that, I know.

3. Well, I really can't know if we hadn't had those sessions, how the relationships would be, but I believe the psychology sessions were very beneficial for all of us. Not only opening to each other but also for ourselves. Since this is teamwork, everybody should be aware of the psychology of other people. We have to be patient and understanding to each other. As for the people in our group, since I like them very much, it wouldn't have been very difficult if we didn't have those sessions. Because still we're understanding. The characteristics of a person can't change all of a sudden, can't change in one year. We're what we are anyway. So, the

atmosphere would be more or less the same I guess but I still believe that the sessions were very beneficial.

3a. Well, peer observation is very useful. Since, I'm an inexperienced teacher, I made use of peer observations a lot last year and the year before that. And I still believe that it's very necessary. You see new things and become aware of the things that you weren't aware of. I get pleasure from that. I am always curious about what's going on in the other classrooms. That's a good way of learning. While observing, I started to take notes in the first minutes but I felt uneasy because I thought that the teacher would feel uncomfortable. So, I didn't take notes much. Just two or three sentences. Since I had to record, I relied on the machine. So, I gave up taking notes...As I told you, I like observing more than being observed. I mean of course I won't say no to being observed, but I still would feel nervous, uneasy. In a way, they (*referring to teachers who did not want to be observed as part of our project*) have the right the say no.

4. We can assign the people in the group, taking turns for each session. This session is N's, next is L's etc.. Perhaps we can do that so everyone has a chance to see how it goes, what kind of hard work it is.

5. If you give some extra effort (*referring to bringing supplementary materials to class*), you can't get the same effort from students. The results are the same or worse. You feel disappointed, so you may end up being a typical teacher. I sometimes feel it but what this research (*referring to the action research project*) actually does is that it makes me more active than the other teachers because we're doing something extra and we have to be different. So, this is good motivation for me.
It depends on the materials you are using. While we're doing "Language in Use" (*referring to one textbook used in the institution*), I didn't feel any need at all to bring extra material. Everything was so satisfying and the lessons went very well. But with other books of course our attitude changes. When you feel the need, you should bring extra materials.

6. Last year, I used to have question marks in my mind about what action research really is, about what we were really doing. This year, everything is settled. I feel much more comfortable. I know what we are doing. I know what we're aiming at. But, I still feel that we had to act earlier. One semester has passed and we couldn't do any action. Hopefully next semester.

Teacher P

1. We talked about it several times. Also in our first meeting this year, second meeting as well, when we had newcomers. Since we said that action research is continuous improvement, this improvement is for the students, for the institution, as well as for the teachers. So teachers should improve themselves to help students improve themselves.
You do reading in action research, you share ideas which helps a lot. Sharing your experiences as well as what others have read. They report what they have read. Of course that's good. We sometimes don't want to read or don't have the time to read all. But this way, with short summaries, we get an idea. If it appeals to us, we can read it. Our friends can make each other aware of available resources, books in hand.

And in these action research meetings, we're talking about things, searching for the ideal or the good. So, you start analyzing yourself and criticizing yourself. Sometimes you say: "I do this here", "I thought that it is not ideal but I do it why?" Or "Should I try this in my class?" Or maybe you like something very much in your class. You like what you do and say it; share it with others. And they say: "Oh, I haven't thought of this!"
While discussing things, while reaching the goal, we gather needs, discuss things, talk about facts in the books. I always criticize myself. Do I do this? How can I do this? Or can I really apply this? Is it really appropriate to my personality? Or how can I adapt it? I think of these, as well. Moreover, you can see your strengths and weaknesses. Also, being aware of your strengths and weaknesses is important.

2. I raised the issue. Those days I felt uneasy. I thought this group was more active last year, more motivated and at the beginning of this year. I didn't see a bit of motivation in the group members. Only the newcomers were more interested. The others looked as if they were exhausted or demotivated, something like that. Also I thought you were not interested in the project any more.

3. These (*referring to personal development activities*) helped me in that sense. And you know people's norms are different so it was beneficial in that sense. People learned how to deal with one another. You know some people got on some other people's nerves and... So, it's because of these psychology sessions that we were able to get things straightened out (*She has heard from N who is in the same staffroom and has looked at 2-3 diaries to review what was done last year*). So, it was beneficial.

3a. And also we did our peer observation. While teachers reflect back on the lessons they observed, you can see what people can do. Do you do the things you criticize? Do you apply the things that you praise?
As we always say, some people are resistant to change. Most of them (*referring to teachers who turned down our request for observation in their classes*) had never experienced something like this (referring to peer observation) Having an observer seems strange and threatening. Maybe we couldn't explain our aims well. If we planned these much before and maybe if we did some sessions on peer observation in the MEDU sessions for example, and introduce the issue to the people.
By the way, I'll be a substitute. But I'll have time to observe people (*referring to peer observation*)

4. I have no idea because I hate it myself. And I really don't believe it's necessary. Yes, because we have cassettes, whoever asks for them, we can provide them with the cassettes. If they want, they can listen to the cassettes. We take notes, how many are we? 8? At the end of each session, we write in our diaries. I'm sure we can remember something a bit from each session. If we have a lot of trouble, then we can refer to the cassette. it's the chore: unwanted housework!

5. You really need and look for some kind of.. praise, let me call it and you can't find that in the institution. There should be a solution for this. They should discriminate the working ones and the lazy ones. They put us in the same bag. Sometimes you see that because they're old friends, they favor the other or that they take their ideas into consideration and ignore yours for the sake of not hurting their friends.

After some time, your teaching becomes monotonous, teaching the same things over and over again. There's no change in the system, no change in the syllabus. Really, after maybe every five years..you may have a year off and that time you can work on testing maybe, preparing resource materials, teacher training..something except teaching. You renew yourself and then start teaching again..changing batteries. I mean I feel like this, I've been teaching for seven years. Even though I taught a different book. I started feeling bored last year but this year I strongly feel it. In action research, as I told you before (*referring to response to question 1*) we share ideas and I saw my strengths and weaknesses. I don't apply the ideas we talked about reading only in the reading class. I'm trying to help my students in writing as well. I'm thinking of ways of applying the theory in class. I want to prepare materials. I'm really interested in that.

6. I learned new things. You did very short sessions on what you did last year. Gestalt, Dark side, light side. I mean, it was not beneficial for me in that sense because I think that I'm already an open person. I like sharing my ideas, my feelings with others, and I don't hide too many things from people. So, I didn't have any difficulty in that part but it helps to understand other people. And sometimes you see that your colleague has a problem but you cannot name it or maybe describe it well.
We're working, but I think we can work harder. For example, we could've finished the questionnaire and distributed to the students and gotten the results.

INTERVIEW TRANSCRIPTS 93-94

INTERVIEW 2 (May 1993)

Questions:

1. If you remember the last time we talked, and that was in December, we talked about our personal and professional gains so far. Now, what I want to ask you is how do you view our progress, both as individuals and as a group, considering the time that has passed since December.
2. We thought that we could function as a quality circle.How do you see the prospects of that?

Teacher B

1. I do things but I think my problem is that I'm not very organized and I cannot collect these and find a concrete development. I cannot see that well at this moment. But still I don't think that I did nothing. It's just that I cannot combine what I did..things in bits and pieces. I cannot put them together. What I mean is, yes, I learn new things. I find new ways of looking at things but I think that I'm not metacognitive enough. I cannot put a distance between myself and what I do and see my performance in those terms. If I think of the things that I wanted to do, no, I did not do all those things I wanted to do. For instance, I was thinking of personally investigating listening and learning strategies, you know, read more and generate more. I was thinking of using reading to come to that point. That's why it is related to the group and personally as well.

Yes, we, as a group, discussed a lot and brainstormed a lot. But it was not enough because I think we were too tired to read and generate. For example, I planned to give you (*referring to the whole group*) a demo on self-questioning. I did, but I didn't like my demo myself, you know. I thought it was confusing for people who didn't know much about that subject. I could have brought more materials, could have been more organized. So, I criticize myself. But overall, we all tried to do something when we came together. It was something really positive.

Because of lack of time, we couldn't publish. When you write things, it's different. You have to work harder. If we try to write things, I'm sure we will just read more and be more productive, feel much better. This (referring to writing) will also, perhaps, show our growing, I don't know. Because it will force us to take out what we have done.

(*Now referring to organization in the group) We* all came there (*referring to the meetings*) very tired.. Especially in winter time, I felt more tired, and you know, I remember three times talking about self-questioning and coming home and finding myself exhausted. And I sometimes thought, this time, I won't be that much active. I don't have to be that much active you know, those times I really feel tired but the thing was I felt tired because I didn't find myself satisfactory. If I had found myself satisfactory, I wouldn't have felt that tired.

I didn't take notes at the meetings. I was really awful in note-taking. Well, we talked about this but it might be because we were very much involved in the discussions and the exchanging of ideas. But this shouldn't be an excuse.

Diary keeping was also a failure for me because I forced myself to write entries, and then,.. as for the ones I wrote, I wrote one or two sentences. I don't know it might be because of my concept of diary, it was not very clear to me. I was not very sure about what to write. I remember that we skipped writing entries sometimes, in some sessions. I think we were all tired to write.

2. Well, I feel we should do that. But we need to force people a lot. And I think all of us, not you perhaps, but the rest, we are so emotional and sentimental that we don't really take criticisms lightly. I think that if we present something to people and they don't like it, we are all demotivated. This should not stop us from doing things. We should be more professional. We should take into consideration the fact that all people are not like us and all people cannot think the same. We could hear stupid things, but that should not stop us from doing what we planned. We should have been more professional at the time (*referring to the feeling of demotivation after being placed in different staffrooms and on different shifts*). Being professional brings new ways of handling the problems. You are aware of your problems but you are there to solve a problem and you have competence, experience. We need to be professional to other people, not that much in our group. I think everybody in the group has that sense of professionalism, I mean. We can see things.
I feel that we can work better. For instance, that Convention could have been a motivation or a force for us to generate something. I mean perhaps..we missed that opportunity to bring out what we have. You could have acted as if a leader in that period perhaps. You could have been more helpful. Sometimes I was thinking of your role in the group and I appreciate in general. You have a good balance to keep what you know. You're not that much forcing, you're not that much relaxed but sometimes I felt that you needed to be more active or more guiding, in that sense. I think I expected more of you there (*referring to the case of the Convention*), as the initiator of things. I can see that you don't want to play the role of leader but this is good. I think positively of that. I didn't feel you were bossy, you know, well, sometimes through your intonation, you sounded..bossy.

Teacher S

1. I think as a group, we were more..learned. What I mean by that is we learned from our experiences to a certain extent. For instance, when we started a new activity, we were more cautious, we wrote down the objectives more carefully and really tended to think more widely beforehand, before applying the procedure at hand. So, I think this was something we learned as a group. But organization wise or self discipline wise, there were still problems. You know, I voiced my worries about note taking, if you remember. I had difficulty in both getting involved in a discussion and taking notes at the same time, and we found out that it was true for other members as well.
I had problems with diary writing. I felt it was perfunctory on my behalf and I don't know why that happened... If we had seen an aim, we would have done it. But all the members complained about it. So, maybe it's because we're more competent in what we're doing. I don't know if that's true, you know, we did something practical and we have the students' writings for instance, or feedback or questions or whatever you call them. Maybe that's why we didn't want to write diaries because we already have a track of something, you know, what we have done.
As for organization, you know, at group level, we still have some problems, like, okay, we learned something from experience but some things we haven't. For instance, we were very ambitious at the beginning, right? For instance, at the beginning of this year, we were very ambitious. We said we were going to read articles, and you know we were going to make summaries of the meetings. But we couldn't live up to those standards, right? We failed. so, that's one criticism I have. We were terribly loaded. As for myself, I'm still dealing with my backpain. Plus, there's all these courses you know, the studio thing and my driving course and the book.

B gave us an article. I gave you guys two articles, and you gave us another one. I personally find it difficult to go to libraries since I don't have a car. And considering the time constraints as well, I find it very hard. So, I found those two articles from my own journals, which is limited, of course. But this is true for me because my program is very loaded and I don't have the means to go to other universities.

2. We decided not to advertise. So, do you think it's something related with our organization management? Maybe it's our own nature which is reflected in the group. I, for instance, like being sophisticated. I mean, I like thinking about theoretical things and you know, I'm not so worried about others, unfortunately. That might be a selfish type of an academic person, I don't know. It's not good in my opinion. But that's how I am. I really like going into details. Maybe we all are the same, or similar. You are a very sophisticated person, so is B. Maybe it's like the birds of a feather.
It's an important issue (*referring to the issue of whether we want to advertise or continue as is*). If it is an action group thing, just in itself, then we should be happy, you know, with group improvement, you know, limited kind of improvement. But if it's possible, it's of course better to share experiences if you can see concrete improvements in the students. But I mean, I can't see concrete improvements in my students, although I have always asked why questions, always tried to help them with their judgments or reason.
But if as a teacher, I feel more confident in doing this and my conscience is clearer, that is still a very important gain because I'm not easily satisfied. If this thing makes me feel more satisfied, then I'll stick to it. I think it's very important. Because my personal development is very important.
The fact that we have been able to continue (*as a group*) makes me feel very good. As a group and as an individual. Although I was ill, I came back and we continued to work together and I think it's very important. Look at some groups in Turkey. I mean what group can continue for three years, continuously, giving up their personal time? I think it's something very important. I feel thankful to you for starting such a thing, really. I mean it's very important, this feeling of cooperation and progression. Very very important for me individually, and I'm sure it's important for others (*referring to other group members*) as well. That (*referring to the concern and care the group demonstrated when she was sick*) tells us our group is functioning really as a group, you know, and it's something very precious.

March 17, 92

e met in Berā's room – N, L, Berā I. We talked about our findings from class discussions. Students mainly mphasized difficulties with vocabulary and nknown structures. Other members weren't esent. We're going to talk about the indings in our next meeting, too.

March 24, 92

leeting at S's. S reported her findings om class interview. Her students mentioned rmat, writing characters, uninteresting assages as their problems. Then we all resented our own findings. Vocabulary eems to be common to all classes. e thought the Ss' problem was not just with the reading skill itself – we wer eeling another sort of block that prevented ur access to their brains. We thought oing a few sessions on psychology might e of help.

I'm looking forward to the psychology sessions. I find it really hard to attend the meetings after teaching for four hours.

April 2, 92

leeting at Berā's.

t the beginning, Berā wanted us to find an djective / sentence that best described ach of us. Then she gave a session on ounselling. We talked about the whole-erson approach in Gestalt psychology + ave us a hand-out on healthy + pathological elf-concept.

S had a presentation on a book called 'm OK, You're OK' and on transactional nalysis – egograms (parent, adult, child).

Very interesting session. What Berā + S presented was very interesting + convincing. I felt a better integration in the group. Is talking about psychology bringing us more together?

Factual Side	Emotional Side
May 5, 1992	
ve had a summary of the previous ssion.	Good.
We started with Listening Exercises. irst we became pairs. In the first st of the exercise, one partner lked and the other did not listen all and then in the second part ce versa. At the end everybody talked out how he/she felt.	I felt what it is like not to be listened in the first part of the activity and thought how students might be feeling in times I don't listen to them. In the second part where I was the one not listening I felt tired trying to make the person unable to speak.
we continued the Listening ercise. In this part, we were ain pairs, but this time we listened each other without interruption, t with no facial gestures, eye ntact or whatsoever.	I was not very much effected by this exercise, because I already knew how a real listening should be I did not make much use of this.
In the third part of the Listening ercise, we listened to each other pairs without interruption, but is time with facial gestures, e contact, etc. to make each her feel that we really understood.	This was very good and quite close to counselling. I was very happy that my colleagues were informed as to how a person should be listened.
we made a comparison of the t two Listenings and talked about w we felt in each	It was good sharing ideas
We decided to make a Class file, identifying the potential oblem areas of our students.	I felt enthusiastic and important to do this, because I would also be able to figure out what kind of people some silent students are.

2nd YEAR

Oct 7 (N's)

☺ It is nice to be back. We didn't do a lot of things, but it is natural this is just the first meeting. We had new comers tonight, I, T, & U. I don't think they'll join the group.

Oct 14 (E's)

☺ We went over the diaries & reflected back what we had done over the year briefly. Although it was not very interesting wrapping up (reflecting back) what we've done was useful. It gave me a general outlook.

Oct 19 (M's)

☹ We had P & R. We spent the whole meeting preparing for our presentation to Admin. I think we are expecting a lot from this meeting but things may not go in the way we wanted.

Oct 22 (L's)

☺ We all feel good about the admin. meeting. It was nice to see that they were interested in what we were doing. We thought of making 2 groups. ☹ I personally did not like the idea. I'm sure this will cause a lot of problems. S. gave a very brief summary of the book she had read. This was very good. I like learning new things.

Nov 12 (S's)

☺ We discussed the reasons why we were demotivated. This was good. because everyone had sth to say. I also feel that we are not organized. I once more realized the importance of an authority (guidance). If Bena is not excited about what she does, this affects the group in a negative way.

(29) June 8, 93 (N's)

We started the wrap-up of the year's doings — to help with our retrospective evaluation. We also planned to do some tentative article write-up.

It's really helpful to look back at our notes + recordings for archive work.

(30) June 10, 93 (Bera's office)

Continued with the wrap-up.

Feels good!

(31) June 14, 93 (Bera's office)

Wrap-up.

(32) June 17, 93 (Bera's office)

Wrap-up.

(33) June 19, 93 (My place)

Our final meeting. First, we talked about what we've gained this year in terms of theory + practice. Then we wrote our criticisms + recommendations, especially dealt with the 'image problem' we had. We put down our aims for the coming year. I proposed that we use the critical thinking skills definition I found in the "Higher Order Thinking Skills" book (from USIS). We finished the session with the writing of our recommendations + hints for next year.

We've finished another academic year. We learned a lot again. I'm very glad that we didn't split up when faced with the shift mishap + demotivation. I hope next year will be more fruitful + smoother.

[1993-94]

I was absent in the first 3 meetings.

1993-94

4th 12th 10.93 At Bera's

Factual	Emotional
They gave a brief summary of the first 3 meetings. Then S & B explained what they've read in articles (cf. notes) We discussed how to start tuning in, decided to give B's questionnaire as a discussion & get feedback from ss. Next meeting we'll clarify & have a demo of a thinking aloud & self questioning	Since that was my first meeting this year, I felt I missed A.R. group & the ideas that've been discussed. I once more realised the requirements of my profession not only as a teacher but as a guider, counsellor, psychologist ...etc.

meeting 20 (March 17th)

We discussed Bloom's Taxonomy. The example questions confused us.

meeting 21 (March 21st)

We went over what we did in the previous meeting and again discussed Bloom's Taxonomy but I didn't feel better about it. We read some parts from HOTS book (Socratic techniques) We talked about the positive effects of guiding students by asking questions.

meeting (22) (March 28th)

We summarised the previous session and we discussed how to integrate questions in our teaching. We planned the rest of the semestre. We all agreed on that students ~~her~~ are lacking in their reasoning. What we can do about it and how we can asses their improvement were some questions we had discussions on.

meeting 23 (April 4th)

It was our filing day. We filed the articles we read and ef

meeting 24 (April 11th)

We ~~distributed~~ went over the definitions of critical thinking and we decided to use the questions in our text book in "over to you section". We decided to collect the answers from students.

meeting 25 (April 18th)

We dealt with student answers and tried to form a criterian to evaluate answers.

meeting 26 (April 25th)

We again read the answers students gave to questions and we tried to evaluate them according to the criterian.

MEMO SENT TO COLLEAGUES

Dear Colleague,

We have set up an "action research" group to investigate the comprehension problems of our students in reading. We welcome anyone who might be interested in our project..

To start off our research, we would like to administer a questionnaire to the teachers and students. Since we cannot administer the questionnaire to all the classes, there will be random sampling. Therefore, we would appreciate if the questionnaire could be administered to those classes on Friday January 24th.

For the morning group: The questionnaires will be delivered to your staffrooms at 09:30.

For the afternoon group: The questionnaires will be delivered to your staffrooms at 13:30.

We thank you for your cooperation.

Bena Gül

For further information contact:
Bena Gül : 2188

My feelings about keeping a diary
& transcribing the classroom talk

The diary:

It was not an easy task. Had it been to write down the factual points only, it would have been much easier, but when you are to put down your feelings, it is difficult, because at times you find it quite difficult to express them. I am used to keeping everything in my brain. Writing does not appeal to me. It is so artificial.

Transcription

I had the hardest time of my life doing this. 27 pages! 27 whole pages! It was difficult. And more, in the edge of the 21. century, I don't think one needs to write things down while everything can be heard from the tapes or video cassettes. I don't think it would be easy for me to do something like this again.

Bena,

This (*transcribing*) is the most stultifying, suffocating, agonizing, irritating, annoying, offensive job on God's Earth!!!

QUESTIONNAIRE GIVEN TO CLIENTS
(following completion of activity in 91-92)
PART V-Questions 1, 2, and 3

V. POST READING: INTERVIEWING:

1. Was this experience stressful for you?

YES ✓ NO _____

COMMENTS I was worried about the technical aspect of the recording. Luckily it went OK. I was also uneasy to see my speech in written form while transcribing.

COMMENTS _____

2. Was this experience stressful for the students?

YES _____ NO ✓

COMMENTS _____

COMMENTS They seemed to enjoy being asked questions + tried to be helpful.

3. Do you think interviewing students helped us to achieve our aim in our action research project?

YES ✓ NO _____

COMMENTS Information from the students showed that they are used to + prefer questions which don't require critical thinking. It was interesting to observe that unknown vocabulary was reported as a major block in reading comprehension whereas it did not seem to comprise a hurdle for the better readers.

COMMENTS _____

-5-

ACTIVITY INSTRUCTION SHEET-1 March 5, 199

Ladies and Gent,

The next week will be "TUNING-IN" (Thanks, S !) So, what do we do ? Our program will be 10-min class discussions per day (as we had agreed) Below are the questions that you can deal with in class.

Reading – a problem in general; I want to do something about this.

What do you think reading comprehension is ? The passages in textbooks might be boring but it's how you deal with it that matters. In the future, you will have to read boring texts, anyway.

When the text is boring, what can make you/ help you enjoy it ?

To bring about the importance of schema, without mentioning the word, ask these question

- Do you like to read about football ? Why?
- Do you like to read about surrealism ? Why ?

Please try to stick to the above plan. If you can, try to record some student answers to any of the questions.

try to make notes so that you can transfer them (later on) to your diaries. (if you don't record)

Remember that I will be available to help you observe students or take notes provided that you tell me 1-2 days in advance.

GOOD LUCK to you ALL !

BENÂ

Dear Action Researchers,

Now is the time to act!! In line with our previous discussions, the procedure to be followed is as follows:

SCHEMA ACTIVATION: PRE-READING

To activate the students' schema related to the topic they are going to read about, we will start with a role play activity. (The role cards will be with S1, please pick them up from her.)

Procedure:

- Assign 2 students to do the activity.
- Give them 2-3 min. to look at their cards.
- Tell the rest of the class to observe them with the following purpose questions in mind:

1- Who are these people?

2- What is student A's problem?

3- What does Student B do to help him/her?

IMPORTANT: This part should be recorded.

CLASS DISCUSSION

Once the role play activity is over, try to elicit the answers to the above purpose questions. Then try to start a class discussion in which other students can be encouraged to participate. They may relate their own experiences and/or you might like to add your own.

IMPORTANT: This part should be recorded. So please have your tape recorder and cassettes ready. It might be a good idea to check the plug and tape recorder before class starts.

FOR YOUR INFORMATION

I've tried to classify the questions on the reading passage into two categories that we've included on our reading questionnaire.

Questions that have one correct answer and are obvious from the text	Questions that ask students to make inferences or conclusions about what they've read
Q 1	Q3
Q2	Q6
Q 4	Q7
Q5	Q8

The students will probably think that questions 1, 2, 4 and 5 are easy whereas 3, 6, 7 and 8 are hard.

Please remember that we are following a process-oriented approach as opposed to a product-oriented approach. Therefore, it is very important to elicit from students how they arrived at the answers they wrote. This is in fact the rationale behind the questions 3 and 4 of the interview.

The interview is open-ended so the students may make any comments they want to. So feel free to ask for clarification if the meaning is elusive.

PTO

Dear Colleague,

The objective of this research is to make explicit the attitudes of teachers, students and testers towards "Reading Comprehension." With your contribution, the research will achieve its aim. The results will be announced in the second semester.

Thank you for your cooperation.

I. Reading Comprehension

For each of the following statements, tick (✓) the choice that applies to your students. The categories are as follows:

A	Applies to most of my students	B	Applies to some of my students	C	Applies to very few of my students	D	Applies to none of my students	E	I am not sure

1. Students feel that they have to understand every word they are reading.

A ☐ B ☐ C ☐ D ☐ E ☐

2. Students use titles, pictures, charts, diagrams and other clues to anticipate the content.

A ☐ B ☐ C ☐ D ☐ E ☐

3. How much students understand depends on how much they already know about the topic.

A ☐ B ☐ C ☐ D ☐ E ☐

4. Students think about what helps them to understand the meaning of a text.

A ☐ B ☐ C ☐ D ☐ E ☐

5. While students are reading, they think about whether they agree with what is said in the text.

A ☐ B ☐ C ☐ D ☐ E ☐

Dear Students,

This questionnaire has been prepared to collect data about what teachers, students and testers think of "Reading Comprehension" at Department of Basic English. The data will be used in research on "Reading Comprehension" . Bearing these facts in mind, we hope that you will answer the questions carefully. The results will be announced in the second semester.

Thank you for your cooperation.

I. Reading Comprehension

Put a tick (✓) in the blank that applies to you.

1. I feel that I have to understand every word I'm reading.
   YES_____ **NO_____**

2. I use titles, pictures, charts, diagrams and other clues to anticipate the content.
   YES_____ **NO_____**

3. How much I understand depends on how much I already know about the topic.
   YES_____ **NO_____**

4. I think about what helps me to understand the meaning.
   YES_____ **NO_____**

5. While I am reading, I think about whether I agree with what is said in the text.
   YES_____ **NO_____**

How to Cope With Disappointment

Keep your expectations at a realistic level—that's the advice from a leading authority who says people need to assess their goals more carefully to avoid despair.

Interview With David Brandt, Psychologist

Q Mr. Brandt, do you find that more people today are disappointed with their lot in life?

A It certainly seems that way. The word *disappointment* is commonly heard in general conversation. It is a topic often mentioned in the media. We even see films about it, such as "The Big Chill," which essentially depicts the disillusionment of the 1960s' college generation.

A teacher at the California School of Professional Psychology, David Brandt, 39, is author of *Is That All There Is?* He has also been a senior psychologist in the San Francisco Community Mental Health Program.

Q As a psychologist, what symptoms betray this unhappiness in the people you see?

A There is a certain listlessness or hopelessness—even a sense of despair that is seen in the person's general attitude toward individuals and events. There can be a look of resignation in the eyes or a slumping posture that suggests defeat. But very often, people hide disappointment by focusing on their anger, hurt or resentment.

Disappointment is really a lot like the common cold. That is, we tend to tolerate it. But repeated disappointments—

Q Where is most disappointment centered?

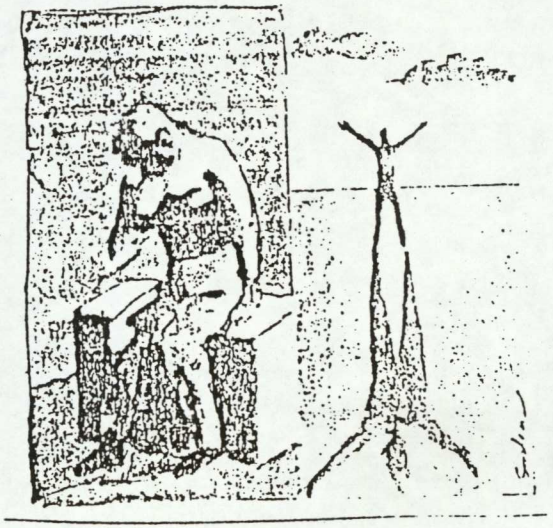
A The areas in which we essentially live our lives—work, relationships, sex and family. The major disappointments in work tend to revolve around salary and lack of meaning in the job. In relationships, people complain about loss of romance or passion over time. In family life, the most common disappointment seems to be dismay over how little today's family resembles the traditional, somewhat idealized version carried from one's childhood. The closeness, the loyalties are often not there.

Q What are the keys to preventing disappointment?

A We need to recognize that every wish is not possible. That sounds fairly obvious, but the fact is that many of us have difficulty tolerating the loss of a wish. We need to keep our expectations flexible so that if we enter a situation and find that our expectation is not going to be met, we're prepared to relinquish it. We have to recognize that no single expectation is sacrosanct.

Let me give you a simple example. You go to the theater expecting to see an actor whom you really like. Yet just before the performance, there's an announcement that the star is sick and her understudy will perform instead. If you hold to your rigid expectations, you'll moan over the change and walk out of the theater grumbling. If you are flexible in your expectations, you may enjoy the play and even comment on how good the understudy was.

We also need to put more assessment and less wish into our expectations. Every expectation is both an assessment—"In all probability, I'm going to get this job"—and a wish—"I want to get this job." Very often, our wishes overwhelm the probability of events.



Q Do you have any other suggestions?

A Simply that we need to pursue goals that are consistent with our abilities. It makes no sense expecting to be a translator of French novels if we're not very good at foreign languages.

What I say to people is that it is good to as-

COMPREHENSION QUESTIONS ASKED ON READING PASSAGE

1. How old is David Brandt?

2. What is "The Big Chill" about?

3. Do you think that disappointment has become an important part of people's lives? Explain.

4. How do people often hide their disappointment?

5. What kinds of sicknesses can repeated disappointments cause?

6. Today people don't seem to be as happy as they were in their childhood. Why do you think this is so?

7. What do you think the writer is trying to say by giving the example in paragraph 6?

8. How do you think you can cope with disappointment?

STUDENT (A)

- YOU ARE EXTREMELY UNHAPPY
- YOU ARE DISAPPOINTED WITH - - - - - - - - .
- YOU NEED HELP
- YOU GO TO SEE A PSYCHOLOGIST
- MAKE YOUR PROBLEM CLEAR BY ANSWERING THE PSYCHOLOGIST'S QUESTIONS
- GIVE AS MANY DETAILS AS POSSIBLE.

STUDENT (B)

- YOU ARE A PSYCHOLOGIST
- YOU WILL TRY TO HELP A PATIENT. (Student A)
- ASK QUESTIONS TO YOUR PATIENT TO UNDERSTAND HIS/HER PROBLEM CLEARLY.
- YOU CAN ASK QUESTIONS LIKE:
  - What - - - - - ?
  - Why - - - - - ?
  - How - - - - - ?
  - When - - - - ?

  etc.
- TRY TO HELP YOUR PATIENT BY GIVING ADVICE

WHAT IS MY MAJOR PROBLEM IN READING?

I'm a student in Middle East Technical University. I've some difficult problems with English. One of these is; vocabulary. You study as much as you can. You try to learn words. But it isn't enough... I can't a whole passage understand... and due to this I'm bored... In the Mid-Term's the passages are very long. That makes me bored. There can be more sho paragraphs... I mean, more short but much mor paragraphs like in the University Enter Exar I think when this will happen I'll #not get bored and I can the reading exam do...

CLASS PROFILE

NAME	① Problem about competence + Attitude about self	② Problem about power + Attitude about self	③ Problem about intimacy + Attitude about self	Diagnosis of student behavior (How I observed them)
. Figen	—	Weakness	Rejection	Very silent and non-participatory; acts very distant
2. Gürkan A.	Negative - fearful of succeeding			Discounts positive feedback says he's not good at learni English at all.
3. Kenan	—	—	—	—
4. Barış	Fearful of failing	—	—	Discounts negative feedbac
. Heves	—	-	—	—
. Selma	-	Fearful of losing control		Wants to dominate the direction of in-class conversations; overly activ
. Ercan	Fearful of success	—	Fearful of rejection	Overly self-critical; doesn't want to be different from classmates
3. Yasemin	Fearful of failing	—	—	Doesn't want to talk about problem areas.
1. Arda	Fearful of failing	—	—	Jokes all the time to avoid unpleasant facts.
0. Mustafa	Fearf		Fearful of rejection	Tries to act very positive to everyone.
1. Demet	—	—	—	

HANDOUT OF ARTICLE

RICHARD SAGOR

What Project LEARN Reveals bout Collaborative Action Research

With "critical friends" to assist them, teachers in 50 schools in Washington are researching the answers to their own questions about teaching and learning.

oking at the surface of things, e might believe that the last 20 ears of educational research rovided us all the insights we o improve our schools. We have ne effective schooling correlates ed in study after study; we have given rich descriptions of the laces where teachers are moti- nd self-actualized; and we have evidence that certain instruc- strategies enhance the achieve- of students regardless of their conomic status.

each report of a school's suc- e want to believe that we, too, ow comparable levels of perfor- if only we can replicate those in our schools. Yet all too often l the anticipated growth in per- ce still eluding us. This re- cycle of high hopes followed inability to replicate results ues to produce cynicism among s.

Project LEARN

ak this cycle of hope and de- Washington State University and ulties of more than 50 schools ollaborated on Project LEARN e of Educational Action Re- rs in the Northwest). Our proj- rounded in the belief that edu- past failures have resulted not correct data or lack of commitment but from an inadequate understanding of the process of change.

Rather than focusing on adopting "proven" practices, Project LEARN fosters school improvement by enhancing the professional lives of teachers. We accomplish this by working with the staffs of schools and districts who have expressed an interest in initiating school improvement (defined as "enhancing the quality of teaching and learning") by engaging in action research.

Rather than focusing on adopting "proven" practices, Project LEARN fosters school improvement by enhancing the professional lives of teachers.

Project LEARN's hope is that meaningful practitioner research will lead to improved classroom practice and become a stimulus for both the cultural transformation of schools and the restructuring of the teaching profession. To accomplish those twin purposes, the project discourages individualistic initiatives, encouraging instead the participation of a "critical mass" of collaborating teachers from each member school.

The Project LEARN cycle begins with the formation of action research teams, teachers who will work together on a problem for at least one full academic year. To prepare for their work, the teams participate in a two-day workshop on the basic steps of conducting action research: identifying problems and collecting data. Teams from several schools and localities receive the training together at a central location so they can create networks with colleagues who are addressing similar problems. At the end of this initial training period, each action research team completes a written action plan, specifying the problem, the data collection techniques, and any anticipated technical or logistical needs.

Next, the teams begin conducting their research. During this period the project offers assistance through a cadre of trained "critical friends." Crit-

Information about reflective practice is not to be confused with the experience of reflective practice. The map is not the territory.

our attention to clearly defined, quantitatively phrased questions, reports of reflective practice warn us up front about the inherent bias in the methodology. In recognizing that the representational schemata embedded in language constrain, shape, and direct our perception (Eisner 1988), it is a somewhat self-conscious literature that asks us not to mistake it for reality or to value it above experience. The point is vital, and we must hold it in our minds as we read and research. Information about reflective practice is not to be confused with the experience of reflective practice. The map is not the territory (Korzybski 1958).

Like the surprising city wildflower, the meaning of reflective practice is embedded in context. Consider the status quo of educational practice in America. As teachers increasingly come under the pressure of quality control via standardized tests, they narrow their scope of human response; they cease to share the full range of their knowledge and experience with students; and they reduce their teaching to the lowest common denominator (McNeil 1986). Silberman's (1970) indictment of the schools as "grim, joyless places" with an "intellectually sterile and barren atmosphere" remains true today. America continues to treat teachers as factory workers and children as raw material. The moribund industrial image of schools prevails. Like the empowering city wildflower, reflective practice resonates with life. Considered against the dark background of current policy, reflective practice is rightfully active. It calls for personal and professional transformation. Smyth (1989) proposes a practice, for example, that comprises four aspects that are both sequential and cyclical: describing, informing, confronting, and reconstructing. Together, they create a spiral of empowerment.

At each phase, Smyth (1989) poses questions that demand active answers. First, *What do I do?* attempts to elicit a simple observational description of practice. Second, *What does this mean?* seeks to discover the principles of theories-in-use (Argyris and Schon 1974), which underlie and drive the described practice. Building further, the third question, *How did I come to be this way?*, forces our awareness beyond the classroom. It appropriately situates educational practice within a broader cultural milieu, and it correctly reveals educational practice as essentially political. The final question, *How might I do things differently?* gives us the call to action.

Clearly, these are not intended as rhetorical questions for casual consideration over tea. Rather, they are intended to raise consciousness, to challenge complacency, and to engender a higher order of professional practice. Like Schon's (1987) reflection in action and like Freire's (1985) "conscientization," this kind of reflective practice engages professionals in the redesign and reconstruction of their world. Like any city wildflower, reflective practice is defiant. To emerge in the hostile environment of an educational arena dominated by what Smyth (1989) calls "ensconced technicist views," it stands as testament to the tenacity of life. Most important, I believe, reflective practice reminds us that the roots of our profession lie in service to people rather than to systems. It heralds renewal, reclamation, and change. It invites our participation.□

Reflective practice engages the teacher in a cycle of thought and action based on professional experience.

References

Argyris, C., and D. Schon. (1974). *Theory in Practice: Increasing Professional Effectiveness*. London: Jossey Bass.

Connelly, F. J., and D. J. Clandinin. (1990). "Stories of Experience and Narrative Inquiry." *Educational Researcher* 19, 5: 2–14.

Eisner, E. W. (1988). "The Primacy of Experience and the Politics of Method." *Educational Researcher* 17, 5: 15–20.

Freire, P. (1985). *The Politics of Education*. Amherst, Mass.: Bergin and Garvey.

Grimmet, P. P., A. M. Mackinnon, G. L. Erickson, and T. J. Riecken. (1990). "Reflective Practice in Teacher Education." In *Encouraging Reflective Practice in Education*, edited by R. Clift, W. Houston, and M. Pugach. New York: Teachers College Press.

Korzybski, A. (1958). *Science and Sanity: An Introduction to Non-Aristotelean System and General Semantics*. Lake Shore, Conn.: Institute of General Semantics.

McNeil, L. M. (1986). *Contradictions of Control*. New York: Routledge.

Richardson, V. (1990). "The Evolution of Reflective Practice in Teaching and Teacher Education." In *Encouraging Reflective Practice in Education*, edited by R. Clift, W. Houston, and M. Pugach. New York: Teachers College Press.

Schon, D. (1987). *Educating the Reflective Practitioner*. San Francisco: Jossey-Bass.

Silberman, C. E. (1970). *Crisis in the Classroom*. New York: Random House.

Smyth, J. (1989). "Developing and Sustaining Critical Reflection in Teacher Education." *Journal of Teacher Education* 40, 2: 2–9.

Tom, A. (1985). "Inquiring into Inquiry-Oriented Teacher Education." *Journal of Teacher Education* 36, 5: 35–44.

Bud Wellington is Assistant Professor, Department of Special Education and Habilitative Services, University of New Orleans, New Orleans, LA 70148.

PEOPLE AND COLORS

One person chooses a bright red car, but another prefers a dark green. One family paints the living room a sunny yellow, but another family uses pure white. One child wants a bright orange ball, but another wants a light blue one. Researchers in psychology and business think these differences are important.

Warm and Cool Colors

In general, people talk about two groups of colors: warm colors and cool colors. Researchers think that there are also two groups of people: people who prefer warm colors and people who prefer cool colors.

The warm colors are red, orange, and yellow. Where there are warm colors and a lot of light, people usually want to be active. People think that red, for example, is exciting. Sociable people, those who like to be with others, like red. The cool colors are green, blue, and violet. These colors, unlike warm colors, are relaxing. Where there are cool colors, people are usually quiet. People who like to spend time alone often prefer blue.

Red may be exciting, but one researcher says that time seems to pass more slowly in a room with warm colors than in a room with cool colors. He suggests that a warm color, such as red or orange, is a good color for a living room or restaurant. People who are relaxing or eating do not want time to pass quickly. Cool colors are better for offices or factories if the people who are working there want time to pass quickly.

Researchers do not know why people think some colors are warm and other colors are cool. However, almost everyone agrees that red, orange, and yellow are warm and that green, blue, and violet are cool. Perhaps warm colors remind people of warm days and the cool colors remind them of cool days. Because in the north the sun is low during winter, the sunlight appears quite blue. Because the sun is higher during summer, the hot summer sunlight appears yellow.

Color Associations

People associate colors with different objects, feelings, and holidays. Red, for example, is the color of fire, heat, blood, and life. People say red is an exciting and active color. They associate red with a strong feeling like anger. Red is used for signs of danger, such as STOP signs and fire engines. The holiday which is associated with red is Valentine's Day. On February 14, Americans send red hearts to people they love.

Orange is the bright, warm color of leaves in autumn. People say orange is a lively, energetic color. They associate orange with happiness. The holidays which are associated with orange are Halloween in October and Thanksgiving Day in November. On October 31 many Americans put large orange pumpkins in their windows for Halloween.

Yellow is the color of sunlight. People say it is a cheerful and lively color. They associate yellow, too, with happiness. Because it is bright, it is used for signs of caution.

Green is the cool color of grass in spring. People say it is a refreshing and relaxing color. However, they also associate green with feelings of guilt, fear, and envy. Many people wear green on St. Patrick's Day, March 17.

Blue is the color of the sky, water, and ice. Police and Navy uniforms are blue. When people are sad, they say, "I feel blue." They associate blue with feelings like unhappiness and fear.

Violet, or purple, is the deep, soft color of darkness or shadows. People consider violet a dignified color. They associate it with loneliness. On Easter Sunday people decorate baskets with purple ribbons.

White is the color of snow. People describe white as a pure, clean color. They associate white with a bright, clean feeling. Doctors, dentists, and nurses frequently wear white uniforms. On the other hand, black is the color of night. People wear black clothes at serious ceremonies such as funerals and graduations.

Color and Business

Businessmen know that people choose products by color. Businessmen want to manufacture products which are the colors people will buy. For example, an automobile manufacturer needs to know how many cars to paint red, how many green, and how many beige. Good businessmen know that young people prefer different colors than old people do and men prefer different colors than women do.

Young children react to the color of an object before they react to its shape. They prefer the warm colors—red, yellow, and orange. When people grow older, they begin to react more to the shape of an object than to its color. The favorite color of adults of all races and nationalities is blue. Their second favorite color is red, and their third is green.

On the whole, women prefer brighter colors than men do. Almost everyone likes red, but women like yellow and green more than men do. Pink is usually considered a feminine color. Blue is usually considered a masculine color. As a result, people dress baby girls

in pink and baby boys in blue. However, it is dangerous to generalize because taste changes. For example, years ago businessmen wore only white shirts; today they wear many different colors, including pink.

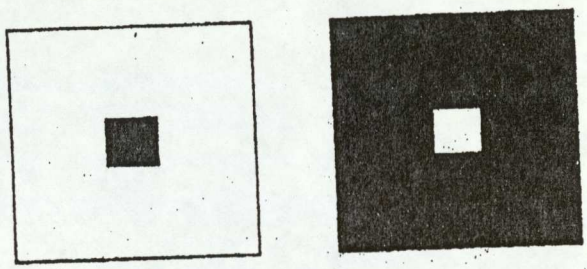
Additional Facts

If two objects are the same except for color, they will look different. Color can make an object look nearer or farther, larger or smaller.

A red object always looks nearer than a blue object. For example, red letters on a blue sign look as though they are in front of the sign. Why? The lenses in your eyes thicken when you try to see the red letters clearly. Red light from the letters does not bend easily but blue light from the sign does. The thicker lenses bend the red light. When you look at an object which is near, the lenses in your eyes also thicken so you can see the object clearly. In both cases, the eye muscles work hard to make the lenses thicker. The eye muscles feel the same when you look at red objects or objects which are near. Therefore, the red letters look as though they are nearer than the blue sign.

Bright objects look larger than dark objects. The square on the left in Figure 2.1 looks larger than the square on the right. However, they are actually the same size. Large or fat people who want to look smaller or slimmer wear dark clothes. When they wear dark clothes, they look smaller and slimmer than they are.

Figure 2.1 The dark square on the left looks larger than the bright square on the right.



In conclusion, color is very important to people. Warm and cool colors affect how people feel. People choose products by color. Moreover, color affects how an object looks. It is even possible that your favorite color tells a lot about you.

Gaiety is induced by light or warm colors, with lines rising from the horizontal. Calmness by a balance between warm and cool tones, and the horizontal line. Sadness by dark and cold colors, with lines descending from the horizontal.

Georges Seurat (1859–1891)
French Impressionist painter

PEOPLE and COLORS

WARM UP (5 min.) - Schema Activation

mini-discussion: what is your favorite color?
Why do you like it?
Is there any color you can't stand? why?

SEMANTIC MAPPING (10 min.)

what do we know about colors?

(Eliciting different answers and drawing a map on one side of the board)

READING (10 MIN.)

Before distributing the handouts, ~~ask~~ tell the ss: (Write on bb) 2 things to
we are going to read an article about People & Colours, as attention

eacher to sts: "while you are reading try to visualize what the information in the text looks like and relate it to your own experience"

point out that there will not be any questions, abt the text, which is totally diff from what we generally a

POST. READING

Ask one of the students to draw a post semantic map with the help of his friends on the other side of the board.

PRESENTATION NOTES FOR MEETING-I with ADMINISTRATION

5 MIN.	Plan for the presentation, fishball Introduction & aim
2-3 MIN	Quotation
5 MIN	Action Research
5 MIN	History (How we came together)
5 MIN	Negotiating & Launching
2 MIN	Showing graphs
1 MIN	Semester Break
5 MIN	Tuning-In (Aylin, Handouts)
5 MIN	Psychology
7 MIN	Bus. continued
5 MIN	Benefits
2 MIN	Introduction to future directions
5 MIN	future Directions
2 MIN	suggestion 1
2 MIN	" 2
2 MIN	" 3
2 MIN	" 4 → BENA// conclusion

HANDOUT OF REVIEW OF ACTION RESEARCH

ACTION RESEARCH : A form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out. The approach is only action research when it is collaborative, though it is important to realise that the action research of the group is achieved through the critically examined action of individual group members.

* Essential feature : trying out ideas in practice as a means of improvement and as a means of increasing knowledge about the curriculum, teaching, and learning.

⇓

* Result: improvement in what happens in classroom and school, and better articulation of the educational rationale for what goes on.

ACTION RESEARCH PROCESS:

- People describe their concerns, explore what others think, and probe to find what it might be possible to do. In the discussion they decide what it is that it would be feasible to work on – a group project. The group identifies a thematic concern, which defines the area in which the group decides to focus its improvement strategies. The thematic concern is not a method.
- A plan is developed.
- The group act to implement the plan.
- They observe the effects of the plan + implementation.
- They reflect on these effects as a basis for further planning, new action and so on, through a succession of cycles.

THE INDIVIDUAL, THE CULTURE AND THE COLLECTIVE IN A.R.

In A.R. we look for changes in three aspects of individual work and the culture of groups : ① changes in the use of language and discourses – the actual ways that people identify and describe their world and work ; ② changes in activities and practices – what people are actually doing in their work and learning ; ③ changes in social relationships and organisation – the ways people interrelate in the process of education and the ways their relationships are structured.

REPRINTED FROM THE JANUARY 1990 PHI DELTA KAPPAN

Challenging At-Risk Students: Findings from the HOTS Program

It is possible to design sophisticated interventions that will enhance the short- and long-term learning of at-risk students, Mr. Pogrow contends. Have we the political and administrative will to do so?

BY STANLEY POGROW

JOHNNY USED to have big eyes that always seemed alive with a sense of wonder. He was shy and seemed eager to please. His teachers liked him, but he didn't seem to know very much. So he was put into a Chapter 1 program. The extra drill seemed to help for a while, and at the end of second grade Johnny was removed from the program.

Unfortunately, by the time he reached fourth grade Johnny didn't seem to remember the number facts and word-attack skills that he had been taught earlier. When he was put back into Chapter 1, he seemed overwhelmed by all the new things he had to remember. His fifth-grade Chapter 1 and classroom teachers noted at the start of the school year that he had forgotten such basic things as the months of the year. They also observed that he was becoming sullen and withdrawn – occasionally even disruptive.

STANLEY POGROW is an associate professor of educational administration and foundations at the University of Arizona, Tucson, where he specializes in instructional and administrative uses of computers. He is also the developer of the HOTS Program. *The work on which this article is based was supported by the Ford Foundation.*

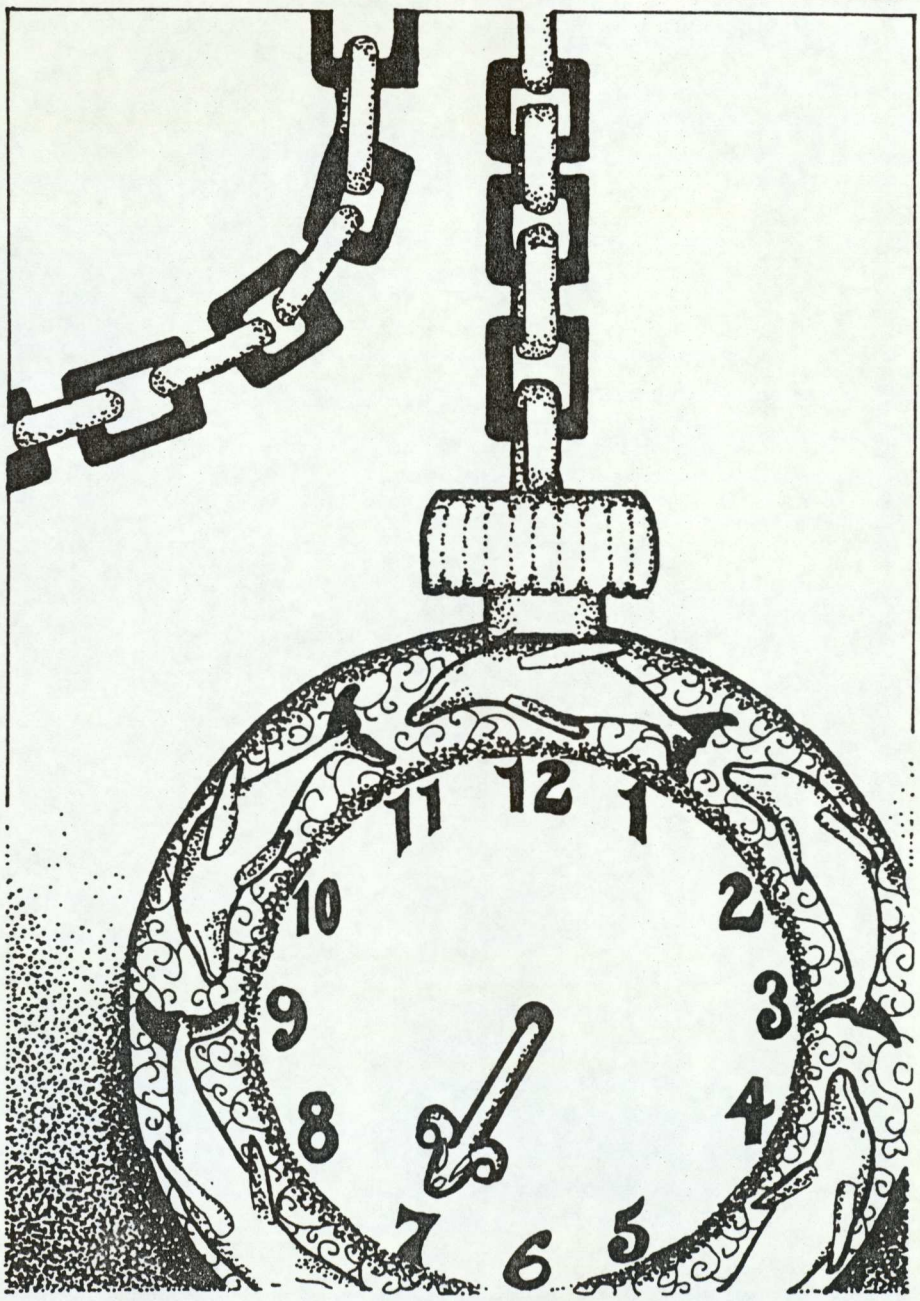


Illustration by Susanna Spann

As dedicated teachers, they tried their best. They provided still more practice in the necessary basic skills, only to find that Johnny either forgot them or couldn't do anything with them. He was often overheard saying that his teachers were picking on him.

Johnny stayed in Chapter 1. The occasional improvement he showed would quickly dissipate. By eighth grade he was reading three years below grade level, and he was as often absent as present. His ninth-grade teacher noted that Johnny could not deal with any abstract concepts and labeled him a "concrete learner." After a year in a general track, Johnny dropped out of school.

Anyone who has worked with at-risk students knows many students like Johnny and his female counterparts. A recent national task force on Chapter 1 noted that existing approaches produce few sustained gains. Most of the progress that Chapter 1 students make during the school year dissipates over the summer or when they leave the program. It is not unusual to find "professional" Chapter 1 students who remain in the program as long as it is available.

The literature is replete with excuses. It is the fault of the home. Johnny is unmotivated and has no interest in learning, no pride in achievement. Johnny has such low self-esteem that he cannot learn. The program fails because it uses a pullout approach. The drill in the special program is not coordinated with the curriculum of the regular classroom. Johnny hasn't received sufficient services. The tests are not fair or not adequate. Johnny is a victim of a racist and uncaring society. The teachers don't care enough, or they are incompetent.

While there are elements of truth in some of these rationalizations, research from the Higher Order Thinking Skills (HOTS) project suggests a completely different reason for Johnny's failure: a gross misperception of the nature of his problem. The underlying assumption of Chapter 1 services is that children suffer from a knowledge deficit. The goal of remediation is to overcome that deficit. Thus students are taught and retaught specific pieces of information from the standard curriculum. I contend that a knowledge deficit is not the real problem in learning in the upper-elementary grades. The learning problems are actually caused by another factor that educators are largely unaware of, one that well-intended remedial services, no matter how carefully they are designed, must inevitably exacerbate. This crucial factor is that remedial students don't understand "understanding."

THE HOTS PROJECT

The HOTS project got started six years ago at the suggestion of three educators in Norwalk, California. They felt that the Chapter 1 students they were dealing with were potentially quite bright but that traditional approaches were not tapping their intellect. The four of us adopted current theories of cognition to design an alternative approach in which all the supplemental time now used for more drill on basic skills would be used to enhance general thinking ability. Our aim was to see whether it would be possible to improve thinking skills in such a way that basic skills and social skills would improve as by-products. We designed techniques combining the use of Apple II computers with Socratic teaching to stimulate the development of the following four key general thinking techniques:

- metacognition (consciously applying strategies to solve problems),
- inference from context (figuring out unknown words and information from the surrounding information),
- decontextualization (generalizing ideas from one context to another), and
- synthesis of information (combining information from a variety of sources and identifying the key pieces of information needed to solve a problem).

The activities were designed to be intellectually challenging. Students would have to struggle to be successful, but every effort was made to make the activities stimulating and motivational. Would continually providing at-risk students with difficult and interesting problems improve their ability to deal with novel problems and to apply the concepts they learned in more sophisticated ways? Would these skills transfer to improved classroom performance?

The innovative curriculum we designed to answer these questions provided exciting and systematic ways to practice the four key thinking skills without worrying about connecting them to the regular curriculum. The new curriculum that emerged was ungraded for use with students in grades 4 through 7. There were few direct connections to classroom content, because the curriculum focused on the *process* of thinking rather than on curricular objectives. Not until the end of the second year of the program would students apply their general thinking skills to two formal content activities that they typically had trouble with: analyzing literature and solving math word problems. We believed that getting students used to basic thinking processes would translate into improved performance in the classroom.

Chapter 1 services assume that children suffer from a knowledge deficit.

Instead of using the techniques of direct instruction, teachers were trained to maintain proper levels of ambiguity in discussions so that students would have to resolve ambiguity, construct meaning, and articulate complete ideas and strategies. Teachers were also trained to guide students without simplifying problems, reducing ambiguity, or telling students what to do. The key to creating a reflective learning environment was to change the ways in which teachers asked questions and responded to the answers that students gave.

The general thinking activities of the HOTS program replaced all drill and practice and all content instruction during the supplemental compensatory time. There were *no* remedial services. The program was purely a general thinking – even a gifted – approach for at-risk learners.

Over the past three years the HOTS program has grown from 28 sites to more than 300 in 21 states. Most sites use the program with Chapter 1 students in grades 4 through 7, although research is currently under way with third- and eighth-graders. Some have also experimented successfully with using HOTS for students in grades 4 through 7 who are mildly learning-disabled and with gifted students in the primary grades. (HOTS

Questionnaire Results

N=20

• TEK-E 4
1. Konu bütünlüğünün kaçması 3
2. Ayrıntıları daha iyi öğrenme isteği 1

• TEK-H 6
3. Genelden anlam çıkarma
   a. Parçadan 4
   b. Cümleden 2

• TEK-B 10
4. Kelimenin parçadaki önemi 1
5. Bilinmeyen kelimelerin sıklığı 2
6. Sözlük tipi 1
7. Zaman kaybı –
8. Konuya aşinalık 3
9. Genelden (konu, cümle) anlam çıkarma 4

(I) • İP-E 17
1. Parçayı anlamaya yardımcı olması 15 > (1 bütün)
2. Kelime tahmini 3

• İP-H 2
3. Gereksiz 2

• İP-B 1
4. Konuyu tam olarak anlamak için yetersiz 1

(III) • ÖN-E 4
1. Anlamayı kolaylaştırması 4
   a. sorulara cevap vermede –
   b. sözlük anlamada 4 >
   c. genel anlamada 4 >
   d. teknik konularda –

• ÖN-H 4
2. L2 faktörünün olumsuz etkisi 1
3. Gereksiz 3 (ön bilgisiz herşeyi anlama)

• ÖN-B 12
1. 7
   d. 3
4. Alınan zevki artırması 1
5. Belirsiz 1

(IV) • META-E 15

1. Yeniden okuma
   a. Yanlış okuduğunu düşünüp y.o. 2
   b. Anlamamanın sebebini düşünüp y.o. 1
2. Belirli kısımları okuma
   a. Paragrafın ilk iki cümlesi
   b. skimming - scanning
3. Görsel öğelerden yararlanma 2
4. Neden-sonuç ilişkilerine bakma 1
5. Kendi yöntemini arama 1
6. Sözlük kullanma 2
7. Parçanın içeriğine göre teknik belirleme 1
8. Belirsiz 1

• META-H 2

9. Düşünmek gereksiz, okumak yeterli 2

• META-B 3

1. 1
2. a, b 2
6. 1

* More reading lessons necessary. Interesting + various topics should be read.
* You should recommend us books for outside reading. Articles can be interesting to read.
* Readings should be on general subjects rather than specific ones.

LIST Of CODES (in alphabetical order)

ACR : action research
ADJ : adjective
ACL : active listening
ACN : activation
ACT : activity
ACTN: action
ADN : administration (as in questionnaire administration)
AFF : affect
AGE : age
AGN : agenda
AGR : agreement
AIM : aim
ANA : analysis
ANG : anger
ANO : another attempt
ANS : answer
ANX : anxiety
APO : apology
APP : application
ARF : artifical
ARE : area
ARG : argument
ART : article
ASP : aspiration (as in aim)
ATD : attitude
ATN : attention
ATT : attendance
AUT : authentic
AWA : awareness

BAS : basics
BEG : beginning
BEH : behavior
BEL : believe
BES : best
BET : betrayed
BEW : between
BIL : brother in law
BLO : block (as in mental block)
BOR : boring
BRA : brainstorming
BRE : break (as in semester break)
BRK : break (as in break the walls around...)

CAG : change agent
CAK : cake
CHA : change
CHG : changing
CLA : class
CLC : collecting
CLD : closed (as in closed questions)
CLE : clear
CLF : confused
CLM : classroom
CLO : closure
CLOS: close
CLP : class profile
CLR : clarification
CLS :clients
CLT : client
CLU : club
CNV : Convention
CMP : competent
CMT : comment
CNC : conclusion
CNT : concentration
COB : comfortable
COD : conduct
COG : colleagues
COL : collaboration
COM : communicative
COMM: communication
COMP: competence
CON : concern
CONC: concrete
CONF: conflict
CONT: contribution
COP : comprehension
COR : confirmation
COT : continue
COU : counselling
CPY : copy (as in copy of questionnaire)
CRT : critical thinking
CUES: cues
CUL : culture
CUM : continuum
CUR : curriculum

DAT : data
DEC : decision
DEF : definition
DEL : delineation
DEM : demo
DES : description
DET : determining
DIA : diary
DIB : distribution
DIF : different
DIM : dissemination
DIP : disappointment
DIT : difficulty
DOU : doubt
DRA : drama
DRP : drop-out
DIS : discussion
DIG : disagreement
DIH : dishonest
DIV : diversion
DON : done
DPT : department
DUR : duration

EAS : easier
ECL : excellent
EDU : education
EFC : effectively
EFF : effort
EGO : ego state
ELA : elaborate
ELI : elicitation
EMB : embarrassing
EPT : empathy
ENC : encouragement
END : end
ENJ : enjoying activity
ESP : ESP (English for Specific Purposes)
EST : self-esteem
EVA : evaluation
EXA : example
EXC : exception
EXL : explanation
EXN : experiment
EXP : experience
EXR : expression of ideas
EXT : extensive

FAM : familiarity
FAT : fatigue
FEA : feasibility
FIN : final
FIS : fifth sentence in activity
FRS : first sentence in activity
FNS : finish
FOR : formulating
FOS : fourth sentence in activity
FRE : frequency
FRI : friend
FRU : frustration
FUR : further
FUT : future

GEN : generalization
GLS : glasses
GNR : general
GOA : goal
GOL : good listener
GRA : grammar
GRP : group
GRT : group therapy
GUE : guessing
GUI : guidance

HAB : habit
HAP : happy
HND : handout
HEL : helping
HOU : house
HUS : husband
HYP1 : hypothesis 1
HYP2 : hypothesis 2

IDE : identification
IDA : ideas about action research
IML : implication
IMP : imposed
IMPR : impression
INC : incomptent
INE : interpreting
INF : information
INP : input
INQ : inquiry
INR : interaction
INR : instruction
INS : inservice seminars
INT : introduction
INV : investigation
INW : interview
IPT : impact
IRR : irritating
ISS : issues
ITS : interest
IVT : invitation

JOB : job distribution
JOH : Johary's window
JOI : joining (group)
JUG : judgement

KIN : kinds
KNO : knowledge

LAS : last
LAT : late
LEA : learning
LEC : lecture
LEM : learning more
LEV : leaving
LIB : library
LIS : listening
LOC : location
LSR : learning strategies
MAC : making copies of an activity
MAN : managing
MED : MEDU sessions
MEE : meeting
MEM : memo
MET : METU (Middle East Technical University)
MIS : mistakes
MTD : methodology
MOO : mood
MOT : motivation
MUM : mother

NEE : need for love and understanding
NEG : negotiating
NEX : next
NIN : not interfering
NNS : non-native speaker
NOD : not done
NOF : not finished
NON : none
NSP : native speaker
NUM : number
NUN : Nunan's book (Understanding Second Language Classrooms)

OBJ : objectives
OBS : observation
OBT : objecting
OFF : office hours
OPE : open ended (as in open ended questions)
OPN : being open (as in being open to people
OTP : open to other people
OUT : outside reading
OWN : own
OWS : ownership

PAG : paragraphs
PAI : pairwork
PAR : participation
PAS : passages
PEE : Peer
PEO : people
PER : performance
PERS: persuasion
PES : pessimistic
PHO : phonetics
PHT : photograph
PIL : piloting
PLA : planning
POT : postponing
POW : power
PRA : practice
PRD : prediction
PRE : presentation
PRF : proficiency
PRG : progress
PRI : printing
PRJ : project
PRN : pronunciation
PRO : problems
PROF: professional
PRP : preparation
PRS : personal
PRU : proud
PSL : problem solving
PSY : psychology
PUB : publicizing

LIST Of CODES (in alphabetical order)

PUN : punish
PUR : purpose
PUT : putting
QUE : question
QUS : questionnaire

RAN : ranking
RAT : rating
RCM : recommendation
REA : reading
REC : recorded/recording
RED : ready
REF : reflection
REFR: reference
REL : relationship
REM : remind
REN : reason
REP : responsibility
REQ : request
RER : researcher
RES : research
REU : recruit
REV : review
RFS : refusal
ROL : role
ROP : roleplay activity
RRO : resource room
RSN : reason
RSP : response
RST : resistance
RVS : revising

SAD : sad
SAF : satisfied
SAM : sampling
SAT : saturating data
SCA : schemata (as in schemata in reading)
SCH : schedule
SEFT : Spoken English for Turks
SEL : self improvement
SEN : sentence
SES : second sentence in activity
SHA : sharing
SHE : sheet
SIS :sixth sentence in activity
SIT : situation
SLC : solicit
SLF : self
SLO : slow
SMA : small
SOF : soft systems
SOL : solution
SPE : speaking
SPO : spoonfeeding
SPR : speed reading
SSN : session
STE : steps (as steps in action research)
STE1 : step 1
STE2 : step 2
STE3 : step 3
STE4 : step 4
STE5 : step 5
STE6 : step 6
STE7 : step 7
STE8 : step 8
STE9 : step 9
STE10: step 10
STE11: step 11
STA : starting time
STF : staffroom
STG : stage
STG1 : stage 1
STG2 : stage 2
STG3 : stage 3
STG4 : stage 4
STM : statement
STO : storing
STR : strategy
STS : students
STU : student
SUB : submission
SUG : suggestion
SUM : summary
SYS :systematic

TAL : talk
TAS : task
TEA : teaching
TEC : technical
TED : teacher educator
TER : teacher
TES : test
TEX : text
THA : thanking
THE : theory
THI : thinking
THS : third sentence in activity
TIM : time
TLK : talkative/ talkativeness
TOL : tolerance
TOP : topic
TOU : tough love (in psychology)
TQM : Total Quality Management
TRA : traditional
TRN : transportation
TRC : transactional analysis
TRI : triangulating
TRP : transcript
TRS : translation
TUN : tuning-in
TUR : turn-taking
TURK: Turkish (language)
TXT : textbook
TYP : typing

UNC : uncertainty
UND : understanding
UNE : uneasiness
UNH : unhappy
UNI : university
UNR : unrecorded
UNT :unity

VIS : visual
VAL : validating
VAR : variable
VOC : vocabulary
VOL : volunteer

WAR : warm-up
WEL : did well
WHA : what
WHE : where
WHO : who
WHY : why
WIS : wish
WOR : worth
WRA : wrap-up
WRI : writing
WRW: worthwhile

APPENDIX M

AXIAL CODING OF THEMES 1991-92

INTRODUCTION
introduction to project
introduction to diary writing
introduction to triangulation
introduction to group therapy
introduction to counselling

DECISION-MAKING
decision to read theory to help problem identification
decision to administer questionnaires to teachers, students and testers
decision to investigate reading comprehension and extensive reading
decision to meet at clients' homes
decision to choose text from textbook
decision to do "Tuning In" following week
decision on cause of reading problems: students' mental block in understanding
decision to learn about student psychology
decision to increase self-awareness
decision to apply the stages of the problem-solving process to identification of student problems
decision to start action
decision to meet the same evening to prepare text and questions on text
decision on format of diary entries

DISCUSSION
chapter 1 from book (Nunan)
small-scale investigation about problems of students by client
discussion of choice of text for reading project
discussion of data collection methods
discussion of findings of "Tuning In"
discussion of findings of "Tuning In" continued
discussion of what is to be done in reading
discussion of general conduct in group
discussion of possible applications of transactional analysis in various situations with students
discussion of questionnaire results
discussion on choice of text for reading project
discussion of why psychology
discussion on progress of class profile
disucssion of clients rating themselves as listeners
discussion of session at ELT Convention
discussion of inter-group conflict
discussion of problems students have in reading
discussion of session at ELT Convention with clients absent at the pevious meeting
discussion of inter-group conflict

discussion on what can be done in reading
discussion on transcription of activity
discussion on transcription of interviews with students
discussion of newsletter by Welyczko
discussion on article on action research (Cohen and Manion)
discussion on article by Hopkins
discussion of questionnaire results--possible justifications for student responses
discussion on steps involved in the stages of the action research spiral
discussion of the implementation of action research steps in project
evaluation of project
formulating recommendations for the next year
discussion of definition of critical thinking in the light of what's read so far
discussion of how to integrate critical thinking theory into our situation
discussion of whether language is a barrier to critical thinking
discussion of difference between reading on tests and in class
discussion of possibility of integrating language and critical thinking
discussion of changing from the topic of critical thinking and shifting into language
acknowledging the importance of language proficiency in critical thinking
discussion of relation of critical thinking skills to language learning strategies
discussion of what thinking is in own culture
client chairing summarizing discussion
discussion of how much textbooks taught do not enhance critical thinking
discussion of making other teachers become aware of teaching critical thinking skills
discussion of difference between critical thinking skills of intermediate and beginner level students
discussion of whether we can identify the problem
discussion of what to do with advanced students

MEETINGS
workshop activity-the Quaker Model
diversion from task
second diversion from task
negotiation of meeting schedule
brainstorming for problem identification
brainstorming for problem identification continued
problem identification completed (first group): decision to investigate reading
problem idenfication completed (second group): decision to go along with reading
piloting of questionnaire prepared by change agent on clients
piloting of questionnaire prepared by change agent on clients continued
piloting of questionnaire on administrators and colleagues in the morning and afternoon
translating questionnaire
piloting on students
clients delivering questionniare copies to morning classes
clients collecting questionniare copies
clients handing in questionniare copies to change agent
clients delivering questionniare copies to afternoon classes

clients collecting questionniare copies
clients handing in questionnaire copies to CAG
announcing agenda for meetings
elicitation of client reasons for joining project
making an action plan
time assigned to complete reading (Nunan) (semester break)
time assigned to do reflection on action (semester break)
first meeting at client's home
book reading (Nunan) not completed
summary of previous meeting
client bringing article to be read (Grabe)
summary of previous meeting
clients writing memo to clients
to make a class profile
exchange of experiences with students
exchange of experiences with different kinds of people
class profile not completed
demo of listening and reflection by two clients
demo of listening and reflection by two clients
class profile not completed
clarification of why psychology
client summary of previous meeting
class profile not completed
collection of student paragraphs on problems not completed
class profile completed
summary of last two meetings
sharing past problem solving experiences
choosing text from texts brought by clients
discussion on kinds of questions to ask
discussion of a warm-up exercise as a pre-reading activity
job distribution for preparation of activity
writing comprehension questions to text chosen
arranging for the typing of the activity
arranging for making copies of the activity
pre-reading activity: role play done and recorded by some clients
reading
post-reading: critical thinking questions answered by
students
interviews with 2 good and 2 poor students recorded
giving questionnaire on activity to clients
collection of questionnaire on activity from clients
diary entries not completed
distribution of newsletter (Welyczko)
distribution of article on diary writing
distribution of article on research
personal talk-casual
summary of principles of action research
evaluation of project
formulating recommendations for next year

diaries not completed
asking for submission of diaries before leaving for summer
expressing thanks and feeling of pride

PRESENTATION
presentation action research
presentation on research methods
presentation on affective factors
presentation on transactional analysis
presentation on Gesltalt psychology
presentation on possible counselling behaviors
presentation on intimacy, affection and rejection
presentation on active listening: Barriers to Effective Listening
presentation on active listening: A Deeper Look at Barriers to Effective Listening
presentation on active listening: Reflection
presentation on possible therapist responses
presentation on stages of the problem-solving process
presentation on the Johari Window

REFLECTION
reflection on activity (Quaker Model)
reflection on self awareness worskhop activity-1
reflection on self awareness worskhop activity-2
reflection on active listening activities
reflection active listening workshop activity-4
reflection on implementation of action research activity on reading comprehension
reflection on action research activity on reading and interviews
reflection on learning in project

REVIEW
review of presentation on research methods
review of past work
review of counselling behaviors
review of the Johari Window: implications for change
review of past meetings
review of our research methodology as compared to stages in article
review of results of questionnaire on reading comprehension
review of the stages of the action research spiral

WORKSHOP ACTIVITY (PERSONAL DEVELOPMENT)

counselling (self-awareness)workshop activity-1

counselling (self-awareness)workshop-activity-2

counselling workshop activity-3: roleplay (incompetent vs competent)

active listening workshop activity-1

active listening workshop activity-2

active listening workshop activity-3

active listening workshop activity-4

counselling workshop activity-4

AXIAL CODING OF THEMES 1992-93

ACTION RESEARCH
giving examples of action research types

CLIENT ATTENDANCE
client pregnant therefore role in project only as evaluator
uncertainty of newcomers' commitment to project
announcing newcomers will not be working in project
new client joining project
confirmation of drop outs with clients
new client joining
client announcing possible move to another town
suggesting client find a new client
client moving to another city has left
client couldn't attend because of accident
client recovering and back at school

COMMENTS
comments on change
casual talk

CRISIS
learning about being assigned to separate staffrooms and different shifts than desired
clients' expressing frustration
frustration with being assigned class without notification
decision to talk with coordinators about possible changes
shift and staffroom problems not solved

DATA COLLECTION
uestioning the validity of mini-class discussions
commenting on the need to be more sytematic in data collection
suggestions for future data collection
COMMENTS
commenting on change

CONFIRMATION
confirmation of job distribution

DECISION
decision to have the meetings in English
decision to record meetings
decision on information exchange to newcomers through diaries
decision for note taking at meetings : client in addition to change agent
decision to read theory (following ADM meeting)
decision to write diary entries at the end of meetings

decision to give another questionnaire to find out what the problem is
decision to plan now and implement action next semester
decision to survey types of questions asked on midterms
decision to learn about how to analyze test questions until
next meeting
decision to give students training (in own classes) one hour per week

not enough time to give questionnaire, and do training
determining schedule for peer observation
determining which classes can be observed
determining job distribution of whatever is happening
clarifying job for everyone
decision to go over mid terms papers again
decision to discuss findings next week
realizing the difficulty of assessing mid term questions as factual or critical thinking questions
discussing the possibility of peer observation to triangulate information on critical thinking from
books and exam questions
discussing possibility of doing another reading activity
concern for presenting results to Administration at next
ADM meeting
decision to give students training (in own classes) one hour per week
discussion of possibility of asking administration to integrate critical thinking in syllabus
not enough time to give questionnaire, and do training
determining schedule for peer observation
determining which classes can be observed
determining job distribution of whatever is happening
decision: success rate higher with factual questions
decision to postpone ADM meeting --not enough data
decision to be in different staffrooms but two clients together
decision to view which questions to include
decision to give a short open-ended questionnaire as a
follow-up to the questionnaire
decision to have questionnaire analyzed again using SPSS
decision to administer questionnaire to this year's students and teachers
confirming decision to give questionnaire as it is
decision to administer questionnaire in clients' own classes
decision to continue discussion next week
decision of passage: length not important
decision to choose a passage that the students know
something about

DISCUSSION
discussion on when and where to meet
discussion of a framework for presentation to the Administration
discussion of group formation
reflection on action continued

getting input of client on reading
discussion on reflection on action continued
discussion of reasons for client loss of interest
further discussion on student problems in reading
feeling the need to make a detailed action plan
discussion of presentation for meeting with Administration
discussion of job distribution for presentation to Administration
discussion of what to do at the second ADM presentation
discussion for job distribution for reading and presenting
discussion of transcribing meeting cassettes
discussion of how to relate critical thinking theory into practice
defining critical thinking
elicitation of clients own definition of critical thinking
reaching an agreement on definition of critical thinking
discussion of whether clients like peer observation
discussion of how to administer questionnaire
discussion of job distribution for second ADM meeting
discussion of suggestions to be made to the Administration
commenting on change
confirming logistics of ADM meeting
discussion of whether textbooks enhance critical thinking
survey of three textbooks
calculation of how many midterms need to be examined
discussion of whether client would like to work as testers
clarification of two different versions of client definitions of critical thinking
discussing item analysis
relate discussion with tester on item analysis
discussing the possibility of doing statistical research
discussion on what and how to analyze (test questions)
discussion of tester's M.A. thesis on testing reading comprehension
surveying different questions types on midterms two clients have made notes of for the group
discussion of which mid term questions are critical thinking questions
discussion of why low success rate with factual questions
realizing the difficulty of assessing mid term questions as factual or critical thinking questions
discussing the possibility of peer observation to triangulate information on critical thinking from books and exam questions
discussing possibility of doing another reading activity
concern for presenting results to Administration at next ADM meeting
decision to make a more entertaining presentation for the next ADM meeting
discussing what we would say if asked our suggestions
discussing techniques from HOTS project
discussion of how we can fit in critical thinking training in the classroom
decision to give students training (in own classes) one hour per week

discussion of possibility of asking administration to integrate critical thinking in syllabus
not enough time to give questionnaire, and do training
discussion of mean scores
discussion of which mid term questions are critical thinking questions

discussion of why low success rate with factual questions
realizing the difficulty of assessing mid term questions as factual or critical thinking questions
discussing the possibility of peer observation to triangulate information on critical thinking from books and exam questions
discussing possibility of doing another reading activity
concern for presenting results to Administration at next ADM meeting
discussion of possibility of asking administration to integrate critical thinking in syllabus
discussion of percentages of kinds of questions
concern about what data proves
discussion of triangulation of data through peer observation, survey of books, and survey of exam questions
discussion of a possible training program for teachers at department
discussion on whether critical thinking is done in classes observed
wishing to introduce peer observation to exchange ideas
discussion of the importance of teaching and not testing only
discussion of how teachers may lose motivation when they are no rewards
discussion of how to adapt the questionnaire
discussion of action plan
discussion of possibility of having another meeting this week
discussion of whether to be in the same staffroom next semester
discussion of questions on questionnaire
discussion on possible questionnaire administration date
discussion of each question and options
discussion of a possible justification for discrepancy between teacher and student answers on the questionnaire
discussion of activities that can be used in class to enhance students' critical thinking skills
discussion which activities could be used for pre-reading, reading and post reading stages
discussion of whether textbook can be useful for our students
discussion of whether the stages of critical thinking metacognition, inference, decontextualization, and information synthesis are done in classes at department
discussion of whether critical thinking could be motivated through group projects
discussion of how to involve students in some kind of quality project
discussion of critical thinking activity kinds
discussion of questionnaire administration went in clients' classes
discussion of questionnaire results
discussion on whether we should investigate learning styles as well
discussion of coding of open ended questions on questionnaire
discussion on how to code open ended questions
discussion of results of follow-up questionnaire
discussion of technique: semantic mapping mentioned in article by Carrell
discussion of whether what we are doing is in the area of general thinking skills or learning strategies
discussion of future plans
discussion of what to write in article for journal

FUTURE DIRECTIONS
writing future directions

INTERGROUP CONFLICT
confessions about intergroup conflict

INTRODUCTION
introduction to Kaizen--continuous improvement

LOSS OF INTEREST IN PROJECT
clients expressing loss of interest
change agent admitting purposeful withdrawal
clients relieved after agent's admission

MEETINGS
setting agenda for meeting
negotiation of meeting schedule
introduction of newcomers I, P, Q, T
setting agenda for meeting
announcing second ADM meeting
announcing agenda
elicitation of client impressions of second ADM meeting
client chairing meeting
client chairing meeting
client summarizing discussion points of meeting
client chairing meeting
client summarizing action--calculation of means for each question on mid term-2
announcing problem with missing values
inquring about whether to start with missing values
inquiry about chairing meetings
client chairing meeting as agreed
client summarizing action--calculation of means for each question on mid term-2
announcing problem with missing values
inquring about whether to start with missing values
determining job distribution of whatever is happening
inquiry about chairing meetings
clarifying job for everyone
client chairing meeting as agreed
diarywriting (AM-14)
client not feeling well so different client chairing
relating staffroom talk after peer observation: teachers' curiosity about their teaching behavior
diary writing
different client chairing (AM-15)
sugggestion for having another meeting this week
negotiating for meeting time

client helps client chairing
suggesting preparation of different questions
negotiating questionnaire administration schedule
questionnaire not administered in two classes
beginning meeting in the afternoon at clients' homes
meeting in Turkish
clients in good mood
negotiation of meeting time
decision to come to meetings at 5 and leave half an hour for casual talk before start of meeting
drawing attention to quality circles
sharing experience of TQM seminar attended at Brisa Company
drawing attention to the fact that students have to be engaged in
emphasizing the importance of getting all the students' views on problems in a class
suggesting to prepare this semester and start next year
suggesting to start immediately next year first day
suggesting preparation of learning strategies and activities
emphasizing the importance of conveying message that all students can benefit from development of critical thinking
discussion of what can be done this semester
preparing a critical thinking activity bank
client reporting on books on critical thinking found at USIS library
inquiry into motivation of clients
writing questions as a follow up to questionnaire
client has questionnaires analyzed before leaving
client chairing
client and agent reporting from seminar attended on learning strategies
client chairing
discussion of coding of open ended questions on questionnaire
distribution of article on data processing (Oppenheim)
coding answers together
client chairing
coding continued
inquiry into possibility of meeting at school
client absent at last meeting not informed
summarizing last meeting to client absent
reviewing article on article by Carrell
<u>making an action plan until end of semester</u>
choosing one text from texts clients brought
writing a semantic mapping activity on passage
encouraging clients to write an article for journal
suggesting idea for article: working as a group in an action research project
<u>starting to review meetings</u>
reviewing first ten meetings
comparing notes
client chairing
discussion of gains this year

recommendations and criticism
discussing the image of the group
discussion of problem identification
clients sharing personal and professional reactions to
certain incidents
writing recommendations for the future

FIRST MEETING WITH ADMINISTRATION
presentation of project to Administration
presentation according to outline prepared
audiorecording of meeting
follow-up open-ended questionnaire completed

SECOND MEETING WITH ADMINISTRATION
background information on action research
brief information on first questionnaire
theoretica l information on critical thinking
our definition of critical thinking
our plan of action
suggestions to the Administration

NEWSLETTER
preparation for newsletter postponed

PLANNING
making an action plan

PRESENTATION
client presentation of book she's read
client presentation on HOTS (Higher Order Thinking Skills)
presentation of key points in thinking skills
client presentation of article by Finocchiaro on critical thinking
summary of good reasoning abilities
definition of a critical thinker
client summary of presentation
client presentation on stages of intellectual development
client presentation on second article on critical thinking
Siegel's categories of critical thinking
client presentation on action research (Kemmis and McTaggart)
summary of important points
client presentation of article from journal (action research)
background information on Project LEARN
results of Project LEARN
client summarizing article (Syllabus Design)
client presentation of textbook that teaches critical thinking skills
client presentation on article "Discourse in Action"
client presentation on HOTS
client presentation on meta cognitive learning strategies (Carrell)

PROJECT INVOLVEMENT
recalling client reasons for joining project
further comments on client reasons for joining project

REFLECTION ON ACTION
starting discussion on reflection on action
doing member check from diaries
checking each meeting for data, participants and topics discussed
confusion over cassettes of the recorded reading activity
reflection on client purpose in joining project
further comments on client reasons for joining project
doing member check from diaries
checking each meeting for data, participants and topics
reflection on action continued
reflection On ADM presentation
reflection on feelings of clients
reflection on questionnaire results
reflection on questionnaire results (AM-15)
reflection on peer observation done this week: clients reporting on their findings from observations
reflection on types of questions on questionnaire
reflection on action (semantic mapping activity)

REMEMBERING
remembering goals or project
recalling discrepancy between teacher and student answers on the questionnaire

REMINDING CLIENTS
reminding clients of recommendations written at the
reminding clients of the necessity for piloting

REVIEW
reviewing past work through client diary
review of evaluation criteria

SUGGESTIONS
suggesting peer observation of clients (one another)
suggesting we listen to tapes to refresh our memories

TASK
job distribution for preparation of newsletter
task: client to investigate Chi-square
task: review questions on questionnaire
task: ask drop out clients for abstracts of books they presented
task: arrange to get a present for drop out client (gave birth)
task: administer follow-up questionnaire in own classes
task: client to prepare chart for results
task: bring a reading passage

task: think about what point to talk about in article
task: what we gained this year, recommendations, future directions and plan for the summer
task: think about gains this year

TECHNICAL PROBLEMS
solving technical problem with recording

WORKSHOP ACTIVITIES
application of psychology workshop activties with newcomers half an hour before the meeting
application of transactional analysis on new clients
personalization of theory of transactional analysis
new clients sharing experiences
application of active listening with new clients

AXIAL CODING OF THEMES 1993-94

ATTENDANCE
client rejoining
  client rejoining dropping out
client rejoining

DECISION-MAKING
decision to use MEDU to advertise project school wide
decision to subscribe to some journals
decision to do Tuning In
decision to visit client having health problems to show our concern and support
decision to put in what everyone has in file
decision to write missing summaries together because of difficulty of finding past summaries
decision to postpone review of self-questioning
decision to start with warm-up discussion before questionnaire
decision to put diaries in file
decision to do group work of using dialogue model for
    self-questioning
decision not to have a meeting but just to chat
decision to divide file into subjects dealt with in project
decision to show progress by asking students' critical questions and collecting student answers on regular basis
decision to postpone article discussion till next meeting

DISCUSSION
discussion of advertising project school wide
decision to use MEDU to advertise project school wide
discussion of involving students
discussion of action as a quality circle
discussion of steps in Tuning In
discussion of client's health (client absent)
discussion of how to keep client in project
discussion of how to keep client having health problems in project
discussion of questionnaire results
discussion of experiences in class
discussion of writing a short questionnaire to get student feedback to semantic mapping activity
discussion of clients' plans for semester break
discussion of reasons for not doing more practical work
discussion of how to develop a model for self-questioning
discussion of relation of self-questioning to reading comprehension
discussion of how to integrate semantic mapping and self-questioning in reading
discussion of how to put self-questioning into practice
discussion of kinds of questions
discussion of difference between inference and interpretation

discussion of how much time left
discussion of feedback received from students
discussion on definition of critical thinking
discussion of level of critical thinking intended
casual talk
discussion of political situation
discussion of how to sort out file
discussion of ways of documenting students' progress

MEETINGS
negotiating meeting schedule
summarizing project to client rejoining
reflection on our thinking of critical thinking
client rejoining explaining reasons for rejoining project
making an action plan
casual talk
client chairing
summarizing to client absent for three meetings
client chairing
clarification of stages of critical thinking
client chairing
writing detailed action plan
determining next week's agenda
announcing agenda
client informing questionnaire copies ready
reminding clients of book client borrowed from USIS (by Thomas)
reminding client of passages from book by Thomas
choosing text from texbook
making outline of activity--semantic mapping to be done in class
client not dropping out
summarizing activity and peer observsation to client
organizing file
client chairing first time
negotiating getting together to write an article
working out the mechanics of writing article
reminding clients of file organization
client putting her handouts in file in file
difficult of finding past summaries
evaluating ourselves: where we are
recalling complaints from last year: not enough action
inquiry into impressions on action clients
determining agenda for next meeting
client announcing agenda
confirmation of aim in critical thinking investigation
client chairing meeting
client announcing agenda
suggesting giving a one-question questionnaire
inquiry into progress on file organization

difficulty of remembering complete book references
reminding client of writing article
suggesting we write article during semester break
making a list of what we couldn't do
writing recommendations for the future
client summarizing to client absent at last meeting
client explanation of dialogue model for self-questioning
client chairing
client not able to plan and implement a lesson to practice self-questioning in reading
client summarizing last meeting
setting agenda together
establishing goals of self-questioning
client announcing agenda
summarizing to client absent
surveying various textbooks to find types of critical thinking questions asked
client chairing
distributing passage (Cataracts)
clients reading passage (Cataracts)
distributing categories of questions based on Bloom's taxonomy

distributing passage (Cataracts)
clients reading passage (Cataracts)
distributing categories of questions based on Bloom's taxonomy
client announcing agenda
summarizing last session
recalling Socratic technique from critical thinking notes
trying out Socratic technique
personal talk--concern with political situation
summarizing last session

recalling the "why" technique
client sharing experiences in using the "why"technique
client concern about not seeing student improvement with use of technique
reporting student impressions of improvement of their reading skills
sharing experiences of reading texts done in class
making an action plan for the rest of semester
casual talk
discussion of political situation
client chairing
review of points raised at last meeting
client sharing experiences with using semantic mapping with 4 texts
client chairing
reading student answers to questions to formulate levels of critical thinking
client announcing agenda
clients not having read articles
reading student answers to questions to formulate levels of critical thinking continued

client announces agenda
clients not having read articles
reading student answers to questions to formulate levels of critical thinking continued

PRESENTATION
presentation on self-questioning
presentation on learning strategies
demo on self-questioning
presentation of article on self-questioning (Sternberg)
presentation of book in turns
client not being able to do second demo on self-questioning
client presentation on self-questioning
definition of self-questioning
kinds of psychological processes in self-questioning
instructional implications of psychological processes in self-questioning
brief presentation of article on self-questioning by client

REFLECTION
reflection on semantic mapping activity
reflection on peer observation of semantic mapping activity
reflection on semantic mapping activity
reflection on what we could and could not do
reflection on what we could and could not do continued
client reflection on action-semantic mapping
reflection on exercise on Bloom's taxonomy

REVIEW
reviewing our objectives
review of critical thinking from HOTS
review of self-questioning
reviewing questions prepared in terms of objectives
review of critical thinking not done
review of critical thinking notes (HOTS)

TASK
task: client rejoining to make a presentation on self-questioning
task: client to make presentation on learning strategies
task: to think of action plan
task: to file articles, handouts
task: to share chapters and present book
client will try activity from book
task: to review notes on critical thinking
task: review question for two units in textbook to modify into critica thinking questions
task: articles to read for each client

APPENDIX N

AXIAL CODING

CATEGORIZATION OF EMERGING THEMES FOR CHANGE AGENT 1991-92

ACTIVITY
PERSONAL DEVELOPMENT
self awareness (with adjectives for themselves)
self awareness (with adjectives for partners)
acting out as competent and incompetent
active listening activity-1
    pairwork-speaker and listener with speaker not listening
    change roles: speaker becoming listener
active listening activity-2
    pairwork-speaker and listener with listener giving no feedback
active listening activity-3
    pairwork-speaker and listener with listener responding to speaker
active listening activity
    reflection:speaker listens without interruption, then reflects back what speaker said
    asking for a demo of reflection
sentence completion activity

INTRODUCTION
    to project
    action research
    group therapy

MEETING CLIENTS
confirmation of meeting schedule
    asking for an extra weekly meeting
    final confirmation
agenda
    diversion (things may not go as planned)
    learning about counselling from counsellor
asking questions
    what are we here for (what do we want to do)
        professional concerns
            self-improvement
            guidance of others
            challenge
            cooperate with others
        institutional concerns
            thinking ahead
            planning
            research
        concern for learners
            improve reading comprehension
    how do we go about improving reading comprehension

investigate what kinds of texts students are interested in
investigate questions students can and cannot answer
collect transcriptions of interviews with students following the reading activity
asking clients to come up with an area of investigation for action research
monitoring
start meeting
start with agenda
elicit strategy from clients to perform task
start task
end task
draw attention to particular points
making use of clients' knowledge
draw attention to client's MA thesis
managing meetings
interfere to give everyone an equal chance to talk
not interfering in discussions
change topic to get on with agenda
attention to topic when diversion
initiate brainstorming
end meeting
discussion
pass on information from one group to another
bringing two groups together
asking clients to summarize previous meeting
negotiating with clients
to make presentations
negotiating meeting schedule
arranging common time for meetings
bringing two groups together
suggesting ideas for areas to investigate in action research
clarification of suggestion
persuading clients not to drop out
reflection
on points raised during discussion
action research lecture
theory
kinds of research from J's mini lecture
review
past work
reason why we went into psychology
emphasizing the reason
Johary's window
questionnaire analysis
results not obtained yet
results obtained

questionnaire preparation
    writing questions
    revision at home
    revising according to feedback during piloting
    location at the resource room
        reason for location
        to get the help of resource room staff
questionnaire piloting
    with clients
    with students
    with trainers
    with colleagues
questionnaire typing
    asking the secretary to type the questionnaire
    asking the administration to print the questionnaire
questionnaire sampling
questionnaire administration
    getting permission from the Administration
    writing a memo to teachers
questionnaire storing
    in office
questionnaire analysis
    help from coordinator
diary writing
    reminding clients to complete their diaries
    reminding clients to give their diaries before they leave for the summer
summary
    a general outline of action research
    general principles of action research
        from Cohen and Manion
getting the photocopies and handouts made
having the handouts typed
    getting the help of the secretaries in the department
getting feedback on activities to be done in the classroom
    reading activity
providing articles
    on research
providing criteria for evaluation of project at the end of the year
    criteria from curriculum theory
        worth
        feasibility
        impact
encouraging clients
    thanking them and saying I'm proud of them

WRITING INSTRUCTION SHEETS
- for 10-minute daily discussions reading warm-up (TUNING IN)
- reading activity to be done in the classroom

CHANGE
- involve students in the change process

SUGGESTIONS
- area of investigation for action research
  - materials production
  - syllabus

TASK
kind
- brainstorming for problems
- pair discussion
- group discussion

participation
- solicit participation
- encourage participation
- elicit ideas for action research

explain task

DISCUSSION
task performance
- discuss feelings of volunteer
- discuss feelings of observers
- comment on client performance
- purpose of task
- reflection on points discussed

problems in teaching
- summarize what everyone says

impressions of clients of session at METU ELT Convention

DISSEMINATION OF INFO
pass on information from one group to another
ask members to pass on

INPUT
reading:
- MA thesis findings about ss not reading in their own language
- importance of extensive reading

research
- triangulation

action research
- theory
  - definition from literature
  - who does action research
  - what is investigated in action research

scope of action research
data collection in action research
purpose in action research
aspirations of action researchers
collaborative relationship
ownership by participants
example of a project done in Ankara
summarize points
collaboration
emphasize power of working as a group
help client with presentations
reflection on input on action research
suggestion for an action research topic
materials production
syllabus
planning
for task
for action
area of investigation
meetings
negotiation meeting day and time
individual comments
textbooks
counselling helps awareness of teachers' and students' dark sides
teachers can do counselling for their students

INPUT(LECTURE):
PSYCHOLOGY
GESTALT
a person's dark side and light side
healthy self-concept and pathological self-concept
clients finding an adjective to describe themselves

COUNSELLING
counselling helps people become aware of their dark sides
teachers can do counselling for their students
possible counselling behaviors
potential problem area and unresolved feelings
attitude about self
competence and power
concept of tough love
parents being firm with children when raising them

LISTENING
basic skill in counselling
13 billion brain cells in the brain
cells can only process 800 words per minute
what we hear is a maximum of 125 words
implication: we process more than what we can hear

effective listening
    being the person you are listening to
    trying to feel how that person is feeling
barriers to effective listening
    reasons why effective listening may not take place
a deeper look at barriers
active listening skills-reflection
    simple reflection
    selective reflection
    emotive reflection
levels of response in active listening
    giving advice
    paraphrasing what the speaker has said
    explaining the cause of the problem
    showing the direction in which the speaker wanted to go
    giving advice using own experience
    best response combination of 3, 4, and 5
examples of therapist responses
    kinds of questions
        open-ended
            example
        closed
            example
PROBLEM SOLVING PROCESS
problem definition
    open invitation to talk
    sorting issues
    asking open-ended and closed questions
    topic following
    active listening
goal setting
strategy selection
implementation of strategy
evaluation

JOHARY'S WINDOW
4 sections
    free and open area
    hidden self
    blind self
    unknown self
Publicizing project at Metu Elt Convention
    getting clients contribution
    client couldn't attend
        because she had to write a make-up test

CLASSROOM RESEARCH by Hopkins
analyzing classroom data
    criticism of action research
        methodology not clearly articulated
four distinct generic stages of data analysis
    data collection and generation of hypotheses
    validation of the hypotheses
    interpretation by reference to theory, established practice or teacher judgement
    action
handouts
    a bibliography on action research

AXIAL CODING
CATEGORIZATION OF EMERGING THEMES FOR CLIENTS
1991-92

ACTION RESEARCH
problem identification
brainstorming for ideas
learning strategies
testing
academic reading
writing
investigate 2 different topics
decision postponed to read theory
Nunan's book" Understanding Second Language Classrooms"
decision to investigate reading
decision to collect data
from teachers
from students
from testers
decision to administer questionnaire
decision to investigate specific issues
how to improve the reading comprehension questions in books
how to direct ss toward extensive reading
decision to be in the same staffroom the second semester
decision not to take an ESP approach to reading
decision to do a warm-up to reading investigation
10-minute class discussions
decision to write a memo to group members
"to establish group discipline"
decision to investigate student psychology
implication: understanding ourselves better
decision to interpret relations with students in terms of Berne's philosophy
decision to reflect on theory and discuss at next meeting
decision to do reading with authentic passages
the use of authentic passages could increase student motivation
decision to apply the problem-solving procedure in class to investigate further reading problems
asking students to write a paragraph about their most important problem in reading
decision to meet the same day twice at home to prepare the reading activity
decision to find reading passages and choose one at the meeting
decision not to repeat "mistakes" this year next year
decision to negotiate with the administration
to ensure feasibility of project
planning
investigation on what students perceive their problems
results
performance on mid-terms
performance better when reading passages they liked
client's individual questionnaire given to students'

results
speaking is a problem
vocabulary is a problem
responsibility of writing memo to clients
responsibility of distributing memo to clients
questionnaire analysis
offering help
L volunteering
questionnaire preparation
questionnaire piloting
revising questions on each part of the Teacher's copy of questionnaire
taking a short break
with students
questionnaire design
writing questions for tester copy of questionnaire on reading
writing revised questions for student copy
translating questions
questionnaire analysis
discussing the results
job distribution
action plan
investigate texts
choosing a text from the textbook
practical: less preparation and extrapolation possible
write comprehension questions
classroom research
give passage and original questions
reflection on action
activate students' schemata for reading
"TUNING IN"
recording
two clients recorded
transcribed by one client
difficulty of doing discussion in class
because took too long
but worthwhile
pessimist when thinking of ss future
have ordinary reading passages on tests
ss having trouble with reference questions
tried to see the problems from the students' perspective
ss having problems with vocabulary and grammar do not read much
student question
why is reading not taught on a continuum
suggestion: establish weekly guidelines
contextual clues in textbook artificial
anticipation questions in textbook good
identification of problems by ss
vocabulary and grammar
reading passages not interesting

outside reading
ss feel forced to read
reading passages on tests
more difficult than passages done in class
the need for technical English
ss find texts difficult
ss want more outside reading
teach ss speed reading
questions
possibility of doing statistical research in action research
data collection
collecting paragraphs from students about their problems in reading
not done the first time
vocabulary experimentation of client
class in two groups; one group given the meanings of new vocabulary items the other not and results compared

CHANGE
imposed on teacher and learners in the past
distinction between practitioners and theoreticians
teachers as researchers
become a party like the environmentalists
people reacted to the setting up of the course RSA at the department
"resistance to change"
"people soft systems"
therefore influence people's beliefs
"Total Quality Management"
Japanese firm who introduced this concept

CHANGE AGENT
First impression (when first meeting the change agent)
knowing how to guide and giving

TEACHER EDUCATION
no teacher educators previously in the department
this year three teacher educators
clients lucky to have training from teacher educators

EXPERIENCE
Personal
seeing a psychiatrist
psychiatrist said she would charge client if she didn't come to appointment
not to hurt client's "adult ego state"
female client being tough with husband
not taught with students
client can only be tough with those who she feels are intelligent
instance of getting angry with husband

CLIENT ATTENDANCE
late to meeting
confusion
    confused about meeting time
    confuse about how to do action research
        lack of "concrete examples"
absenteeism
    without prior notice
leaving early
    mother in hospital
drop outs
    F, G, K, J, C, D, B
        reason for dropping out
            too many commitments
motivation
    clients are enthusiastic about the project
recruits
    suggestion for new recruits
total number of clients
clients who do not want commitment
    O, T1
client memo
    "to establish group discipline"
    distributing memo to clients

CLIENT COLLABORATION AT WORK
exchanging ideas for class
    at school during breaks
    after school
sharing problems
seeking colleague input in learning
feeling responsible helping colleagues

AT PROJECT
providing handouts for everyone
writing a chart for classroom profile
reading activity
    finding suitable passages
    writing critical thinking questions on the passage
    finding a pre-reading activity to increase students' schemata
    writing the role cards for the reading activity
    typing the reading passage

DATA COLLECTION

DISCUSSION
activity on counselling roles
    on roleplay-competent and incompetent
    reflection on roleplay activity

uneasiness while acting out both roles
uneasiness while acting out the incompetent role

active listening activity-1

disappointment because listener listened more than he was supposed to
feeling the need to have eye contact
client comment according to recent research on the place of eye contact in listening
unable to speak with concentration to a listener trying to interrupt him

active listening activity-2

irritation at not being able to give any feedback to speaker

active listening activity-3

finding examples of barriers to effective listening

active listening activity-reflection

remembering what the speaker has said difficult
listeners trying to respond to the speaker
not paying attention to what was being said
losing concentration when speaker talks too long
not being able to remember details of what speaker said
feeling comfortable when talking but feeling uneasy because of awareness of her talkativeness
client happy with her listener (felt she was a good listener)
easy to listen but difficult to talk for 3 mins

rating as listeners

from poor to excellent (on a scale of 1 to 5)
3-4 two clients
4 one client
4-5 two clients
5 one clients

demo of one pair on reflection

indifferent but professional
needs to interfere more
aggressive as a listener
client rated better listener than other client
possible uneasiness of client at rating
client trying to defend client rated lower

sentence completion activity

Joining a new group makes me
excited,
uneasy although client likes the idea
excited and shy

I like people to think I am
dangerous
not too nervous
mentally and physically good willed
optimistic and meaning no harm

When thing are getting me down,
feel helpless
imagine good things for the future
turn to myself and do things for myself

go for a walk or dress up
become much more energetic
have a tendency to cry but also talk to herself or listen to music
like to talk about problem with someone
At this moment, I feel
being analyzed
because of partner in this activity
tired but relaxed
enjoying the sentence completion activity
client likes to talk about herself
can't reveal everything about her
concerned about the depth of field of what people think about him
feeling of breaking walls around me
helping to open up to people
why we went into psychology
client feels a little lost
could be because it's the end of the semester
client unsure of how we will link the topic of reading to psychology
client satisfied because she thinks long-term
counselling
understanding self can lead to an understanding of unresolved feelings of students
attitudes about self
difficult to know self
examples of affection
relations with ss
client stopped asking students to sing when they came late
students take advantage of T being democratic
motivation
what really motivates students
bring authentic reading passages to the classroom
search for authentic passages
in Resource Room, libraries
involve students
by increasing their motivations
to make them think critically
start with warm up in reading
data collection
have students keep diaries
possible to evaluate our own work in this way
do "peer observation"
data analysis
stage 1: questionnaire
hypothesis:1
the students who employ critical thinking skills are better at reading comprehension
hypothesis 2:
schema activation increases motivation
stage 2: triangulation
administering questionnaire to teachers, students and testers

saturation
10-min daily discussions with students
stage 3: interpretation
critical thinking questions can be asked to stimulate critical thinking
opinion and inference questions
discovering the relationship of schema activation to reading comprehension
reflection on practice and judgement
stage 4: action
reading activity
pre-reading activity
role-play
while-reading
reading passage on 'Disappointment'
post- reading activity
critical thinking questions
reflection on action
methodology used not sloppy as is sometimes claimed to be in the literature
article by Grabe on reading
the stages of the reading process
component skills in reading
interactive approaches to reading
reading in a second language
implications of theory on reading for the classroom
stages of reading
pre-reading
implications of schema activation
should be done in the pre-reading stage
discussion
books, brochures, pamphlets and photographs
while-reading
bring photos to class
post-reading
importance of learning strategies
correct use of strategy is important
awareness of students
ss may have a mental block towards reading
discussion of article on research
types of research
secondary
primary
case studies
statistical studies
survey and experimental studies
implications of transactional analysis for the classroom
thinking of classroom situations in which the four attitudes in transactional analysis can occur
"group discipline"
how to make our research more fruitful

everyone should attend the meetings
everyone should come on time
lack of responsibility in the group
clients should attend meetings
clients should come to meetings on time
implications of transactional analysis for the classroom
thinking of situations in which the four possible attitudes could occur

results of questionnaire following analysis by A5
students don't think critically
education system relies heavily on memorization rather than critical thinking
critical thinking not taught explicitly in the department
not understanding why people act stupid
admitting she can act "weak" at times
remembering theoretical justification for abnormal behaviors from book
impression of session at metu elt convention
things became clearer in clients' minds
while doing groupwork some people did not understand why we went into psychology
awareness of what we have been doing
everything falls into place after doing it
feeling of pride
would be feeling motivated but disturbed because of what had happened in her session
a wrap-up of what we have been doing
client was able to guide the group she was in
and she knew something
and she felt professional
intergroup conflict
client not feeling comfortable with client
personal experiences with problem solving
to clarify the stages of the problem solving process
various reading passages
to find one for the reading activity
possible to questions on the passage
finding a warm-up activity
to activate students' schemata
dissemination of information
to clients not present at meetings
end of class
busy time of the year
grading exams and calculating grades
reflections on step in action research
Step 1: diagnosing/identifying the problem
discussing at meeting
Step 2: negotiating for a common problem
deciding to investigate reading
Step 3: acting
questionnaire administration

Step 4: reflecting on results of questionnaire
started learning about psychology
Step 5: acting and collecting data
data saturation
Step 6: revising and reflecting
Step 7: "learning and applying theory"
Step 8: negotiating on what to do next
Step 9: revised action
reading activity prepared and implemented
Step 10: evaluation
Step 11: recommendations for next year
criteria for evaluation of project at the end of the year
worth
discussion of aim in action research investigation
to enhance reading comprehension by critical questions on text
opinion about the use of critical thinking questions
not encouraged because of administrative concerns
centralized testing system does not lend itself to the use of teacher's critical thinking practice with students
the whole attempt is worthwhile
it can lead to further innovations with greater impact on a larger scale
feasibility
the desired impact of our project depends on negotiating with the administration
impact
if administrations supports us, project will have a great impact on all parties involved in change
critical thinking skills of ss will be enhanced

FUTURE PLANS
do more background reading
finish reading Nunan's book
each client read about an area
critical thinking skills
reading
action research
other types of research
learning strategies
psychology
in particular investigate learning strategies
to investigate the use of the most commonly used strategy
prepare a reading activity in the light of data on learning strategies

RECOMMENDATIONS FOR NEXT YEAR
1. Survey types of questions in textbooks and on exams
2. Survey literature concerning critical thinking skills
3. Do peer observation
4. Keep diaries regularly
5. Be more organized

GUIDANCE BY CHANGE AGENT

CLIENT INTERACTION
asking questions on theory
comparing adjectives about self found by clients themselves and partners (counselling activity 2)
asking questions
question:
reason why we decided to deal with reading comprehension
reason why we are delaying action research
responses
the need to be knowledgeable in dealing with people
group decision to work on students anxiety in reading
giving an example from own class
believing that we will do more concrete things
helping one person could be helping others
disagreeing with helping one person could be helping others
question:
possibility of doing statistical research in action research
asking personal questions
if client tried to be *clever* in her relationship with husband
client compares client to her mother
suggestion
small experiment with class on vocabulary
objection:
clients think such a treatment would require statistical knowledge and expertise
therefore is not within the scope of action research
comment of change agent
scope of action research wide
give example of Lewin's first action research experiments with small groups
but statistical research requires knowledge

LECTURE
preparation of lecture
traditional and interpretive research
transactional analysis by Berne
presentation
traditional and interpretive research
transactional analysis by Berne
four possible attitudes in relations
explanation
turn taking
lecture on affective factors in learning
self-esteem
definition/explanation
kinds: global, specific, situational
anxiety
explanation
kinds :trait and state

implications for teaching
anxiety should be kept at its minimum to enhance learning
motivation
kinds; integrative and instrumental or instrinsic and extrinsic
MEETINGS
summary of previous meeting
coming together to form one group
location
decision to meet at clients' houses
reason: can't stay at school after 5 o'clock
meeting at client's house
comfortable
tea and cake
transportation to location may be a problem
number of clients
9
personal talk
correcting homework
correcting quizzes
writing test for class
semester break
time for reflection on action research
time to finish reading theory (Nunan's book)

CLIENT OPINIONS ON STUDENT LEARNING
learning is frustrating
learning is reaching goal in learning
earning by practice
learning as a result of experience
learner needs more input in learning
learner personalities are important

CLIENT OPINIONS ON TEACHER LEARNING
responsibility towards colleagues
clients can take courses counselling offered at the university
if we understand more, we can deal with our ss better

CLIENT OPINIONS ON RELATIONSHIPS WITH PEOPLE
people don't leave space for people to grow
you have to punish people to let them grow
identifying yourself with those you are close to
tolerance with some people but not with others
reason: knowing that the people you're close to won't leave you
behaviors are exhibited as a result of the defence mechanism in people
a person aggressive at home but mellow out of his home
citing from book by Engin Gectan called Abnormal behaviors
a person's need for love and understanding

CLIENT EVALUATION OF THEIR LEARNING AT THE END OF YEAR

1. how to work within a group
2. different aspects of human psychology
3. how to discipline our responsibility
4. to look at personal and professional lives from a different angle
5. make use of "negative" events
6. how to carry out action research
7. the importance and difficulty of diary-keeping
8. to reflecting on work done as individuals and as professionals

REVIEW OF ACTION RESEARCH METHODOLOGY

PERSONAL EVENTS

client's mother in hospital

offer to help in times of difficulty

PROBLEMS IN TEACHING (*PROFESSIONAL CONCERNS*)

statement of problems

- ESP
  - can what we do at the department called ESP?
- speaking
  - being a non-native speaker
    - pronunciation
    - usage of words
    - experience with a student
    - learning basics
    - accumulation of knowledge required to be able to speak
  - vocabulary
    - ss need native like vocabulary
    - ss don't need native like vocabulary
    - speaking club can be established
    - drama
      - conversation activity
      - can make ss think
      - experience at university
- grammar
- Education system
- ss' habits
  - ss used to being spoonfed
  - laziness
- age of ss
  - experience with a st

Time constraints

- not enough time to pursue ideals
- could be three semesters

Testing

- objectives of tests
  - double standards (we teach the communicative approach)
- motivation

before mid-terms teacher may feel lost
testing problem discussed in inservice seminars

Teaching
not being a traditional teacher
textbook communicative
objectives of the institution

Reading
making reading more interesting
ss shouldn't be spoonfed (independent learning)
textbook
too guided
too many contextual clues, therefore not authentic
comprehension
ss don't need to understand everything
curious about why students don't' understand what they are reading
time to learn
personal experience with contextual guessing
reading in one's own language
ss don't read in Turkish

Communication with students
factors teachers cannot influence

Listening
texts
difficult for ss
artificial
cassettes incomprehensible
comprehension
ss want to understand everything; if not frustration
ss can't understand native speakers
authentic listening

Foreign students (*Personal irritations*)
dealing with different accents
dealing with students who have a lisp

Vocabulary
ss ask too many questions
difficult to explain
embarrassed when not know meaning of question asked by ss
embarrassed to say don't know when new teacher
Solution
use dictionaries
Phonetics
experience teaching SEFT

Writing
testers do not see writing as a problem
client makes office hours to give feedback to ss' writing

Students

Ss talking in Turkish (true for native speakers)
Noisy and enthusiastic ss overpowering quiet ss
ss taking advantage of teacher's being democratic
client stopped asking students to sing when they came late
Change
in the past imposed on teachers
gap between theory and practice

SOLUTIONS TO PROBLEMS
Taking ss to libraries in town
experience with ss
uncertainty about st area of interest in reading
Marital status
Married male teachers without any children have less responsibility at home

TASK
Quaker activity
Strategy
search for strategy
identify friend and find comfort in friend
reflection on strategy
Purpose
Classroom profile
Observe students and diagnose their dark sides
clients not able to complete
client finds counselling easier than classroom profile
easy for client
because she is involved in psychology
client doing awareness part of profile only
client suggestion for making classroom profile into a chart
client needs more time to observe students
another attempt at completion of classroom profile
spending three days
failure to complete classroom profile
client promises to draw chart for classroom profile
classroom profile proving to be really difficult to do
submission of the classroom profiles

DIARY WRITING
clients having difficulty with completing entries

THEORY
discussion on Nunan-Chapter 1
not being able to finish Nunan
promise to finish until next meeting
diary writing
clients not able to complete entries
going over meeting notes to refresh clients' memories

AXIAL CODING
CATEGORIZATION OF EMERGING THEMES FOR CHANGE AGENT
1992-93

AGENDA
setting the agenda for meeting
    setting the agenda for meeting 3
    prepare for ADM presentation
    prepare a detailed schedule/action plan for the future
setting the agenda for meeting 4
    reaction to ADM presentation
    curiosity about reaction to ADM presentation
agenda for meeting 6
    client presentation on theory
agenda for meeting 7
    diary completion
    handouts to be prepared for theoretical presentations made
    transcription of tapes of meetings
    framework for second ADM presentation

CONFESSIONS
confessing of deliberate withdrawal
inquiring about forming their own groups
    client response about not being ready to form their own groups
    feeling the need to do more leadership training
        to enable clients to form their own groups
second inquiry into clients forming their own groups
    client decision to continue as is this year
    form their own groups next year

MEETING CLIENTS
negotiating meeting schedule
member check
    to construct what was done at meetings
        last year
monitoring meetings
    initiating discussion of client framework of last year's meetings
    initiating discussion of group formation
    closure of discussion of point one on client framework for review of last year's
        meetings
    eliciting ideas for point 2 on framework
    suggesting preparing handouts for discussion of HOTS
drawing attention to topic
    reminding clients of the group analysis of aim in joining project
    reminding client of the three questions asked to determine aim in joining project
        what are we here for
        what do we want to do
        how do we want to go about it

reminding client of the responses to the questions asked to determine aim in joining project
self-improvement got the most answers
drawing attention to the fact that for change you have to get the teachers to improve themselves first
asking question to elicit ideas on teacher involvement
making a comment that is not too clear in terms of purpose
asking why I initiated project
reminding clients that we will make the presentation to the administration
informing clients of how much the administration knows about project
discussion of drop outs
asking clients why people have dropped out
asking whether we should mention dropouts in the project presentation
doing psychology activities with new clients
doing active listening activity with P and V
diary writing
asking clients about progress with their diary writing
asking clients to spare time for diary writing at the end of meetings
follow-up on task
checking whether client have written handouts
from theoretical presentations they've made at the previous meeting
confirming when they will make the handouts
at the end of the week
confirming the number of handouts to be prepared
three handouts on critical thinking
one handout on action research
justifying the need to transcribe the meeting tapes
to keep track of what we are doing
to be able to show to others what we are doing
announcing the date for second ADM presentation
arrange substitute for client
so that client can be present at second ADM presentation
encouraging client to present theory
on action research
using the overhead projector
answering client questions
how to integrate theory on critical thinking on what we will do with the students in the classroom
will we use authentic materials for reading
elicitation of what to do
tell ADM what we are going to do
whether to present all the steps in action research to second ADM presentation
whether presenting all the steps to second ADM presentation would be theoretical
reminding clients of recommendations written last year
we did not survey the question types in textbooks used at school and in exams
closure of discussion on theory presentation on critical thinking
read in your own time
read for definitions of critical thinking
provoking clients to discuss pros and cons of reading and critical thinking

is reading a technique for critical thinking
reminding clients of discussion of steps of action research
as applied to our context
reviewed at the last meeting of last year
first ADM PRESENTATION
initiating discussion for a framework for first ADM presentation
introducing KAIZEN
the idea of continuous improvement
concept from Total Quality Management
confirmation of job distribution for first ADM presentation
elicitation of reactions to first ADM presentation
inquiry into reason for quality of audio recording of meeting
client response
client refusing to take responsibility for bad recording
managing the presentation of clients
telling client to start after other client has finished talking about steps in action research
PRE-MEETING OBSERVATIONS
clients looking comfortable at first meeting of the year
newcomers feeling a little tense
client not attending meetings second time in a row
clients quiet
clients in a good mood

REACTION TO PROJECT FROM COLLEAGUES
asking client question
about whether client tried to persuade colleague
who said the project was a women's tea party
about whether client wanted to persuade colleague to think differently

TASK
bring diaries of two clients from last year for new clients
meet client for lunch
to discuss details of newsletter preparation
didn't meet client
because of other pending issues
preparing for the meeting with the administration

AXIAL CODING
CATEGORIZATION OF EMERGING THEMES FOR CLIENTS
1992-93

ACTION RESEARCH
Decision to review theory
client presentation on HOTS (Higher Order Thinking Skills)
presentation of theory on action research
client introduction to presentation
not being too clear on action research
so wrote the important points
to make a handout for other clients
recommends a thorough reading of book by Kemmis and McTaggart
reading definition of action research
summarizes important points of definition
emphasizes the collaborative nature of action research
reviews steps in action research
role of action research in education
improvement of practice
reviewing steps of action research
the individual, the culture and the collective in action research
what changes there will be in the culture
changes in language
changes in activities
changes in social relationships
client recommendation of other book by Kemmis and McTaggart
review of action research steps in detail
step 1: reconnaissance
to get a complete understanding of the situation
step 2: planning
strategic decision on where to begin
what's to be done and who's to do what
step 3: enacting the plan and observing how it works
stressing the importance of planning
personal experience
suffered because of inadequate planning when doing M.A. thesis
step 4: reflection
synthesis,analysis, interpretation, explanation and drawing conclusions
second cycle starts
examples of action research given in book
tools of action research given in book
recommending book
client presentation on project LEARN
League of Educational Researchers in the North West

background information on project LEARN
50 schools in Washington
problem: inadequate understanding of change

results of project LEARN
improved classroom practice
stimulus for the cultural transformations of schools
stimulus for the reconstruction of the teaching profession
critical mass of people
20 people involved
giving their viewpoints
ready to help teachers and districts
teachers, administrators, university professors
one-day follow-up workshop in mid-January
each spring a 2-day international seminar
focus of action research
role of writing in the design of computational skills

CLIENT ATTENDANCE
clients looking comfortable at first meeting of year
client pregnant
client feeling sleepy
client can only act as evaluator of project
recruits
I, P, Q, and T
V
uncertainty of attendance
Q and T
decision for newcomers to come an hour earlier
to do the psychology activities we did with clients last year
client missing two meetings in a row

BACKGROUND READING
feeling the need to do more background reading
following the ADM presentation

DISCUSSION OF THEORY
client presentation on HOTS (Higher Order Thinking Skills)
students don't understand understanding
presentation of key points in thinking skills
metacognition
inference from context
decontextualization
information synthesis
client asking question for clarification
asking for keywords of aspects of HOTS discussed
client comment on articulation
client inquiry into definition of articulation
client comment on student waiting time
giving students more than 3-5 waiting time
relating results of research on short and long waiting time
client comments on critical thinking
experience with students

students not being able to answer critical thinking questions
on exams
in books
client presentation on stages of intellectual development
dualism or received knowledge
client relating point to transactional analysis
stating cause
students expecting the teacher to say the final word
multiplicity
procedural knowledge
commitment to relativism
client summarizing stages of intellectual development
reading from notes prepared
reading from underlined parts of book
group discussion of stages of intellectual development
client quotation about administrative support from book
client question on how to integrate language development and critical thinking
issue of abortion from an article she's read
if you don't think critically you can side with the author
if you think critically you can formulate your own ideas
fits in with the four stages of intellectual development
various client responses to integration of language development and critical thinking
client assertion of her way of thinking
a person has to be free in mind
once you open up students minds, they might be gone
suspicious about opening up students' minds
once done, it will be difficult for students to find someone to talk to
talking to students about transactional analysis
feeling uncomfortable trying to change their world
they are happy in their world
client disagreement
there is always a beginning
Is ignorance bliss?
That is what we are fighting for
client disagreement
snowballing
start change somewhere
client presentation of apprenticeship
the master shows the apprentice what to do
extrapolation to the classroom
teacher can articulate what she does in terms of critical thinking

REACTION TO PROJECT FROM COLLEAGUES
client experience
talking to a colleague at the department
mentioning the meeting on Nov. 17, 1992
the colleague said that it was a "kabul gunu" (women's tea party)
client refusing to disclose names
client wanting to know who the colleague was

client suggesting that we needn't worry
so many people prejudiced against each other
in many different ways
client drawing attention to the frame of thinking of this person
In Turkey we can't do anything
all we do is chat
client assertion on an important action research step
reformulating ideas of the society
it's a culture
even the language of the group
client elaboration of this colleague's reaction
good example to resistance to any kind of innovation
response to whether trying to persuade this colleague
not having the time to
response to whether wanting to persuade the colleague
she wanted but thought words wouldn't be enough to persuade the colleague to change his/her point of view
clients joking about the event
client not thinking colleague knew about our meetings
client suggesting that such reactions are normal
it's important to be strategic
colleagues know about our project
clients gathered in the teachers' lounge
talking about project
change agent meeting talking to clients in the teachers' lounge

DIARY WRITING
client question
about whether she can write diary at the end of term
client comment to client question on diary writing
dairy entries must be kept regularly
to trace development or the flow of things
client consent to writing entries at the end of meetings
clients think this is a good idea
five minutes is short
10 minutes
handouts
clients will prepare
transcription of tapes
Q has transcribed one tape
client not progressing as fast as she thought she could
taking time
transcription of all tapes is not necessary
questioning whether tapes will be usable
tapes will increase in number
client who takes meeting notes finds easier to transcribe
having notes in front of her

DISSEMINATION OF INFORMATION
dissemination of information among clients can be done through diaries
reading each other's diaries

LOSS OF INTEREST
expressing loss of interest
at meeting five
clients have various reasons
client having health problems
client having to rush home after work
client feeling demotivated
client feeling disorganized
feeling the need to do something with the readings
client feeling the need for a focus
client feeling it's normal
having ups and downs
new client inquiring whether loss of interest is because of new clients
whether it's because people are not sure about what to do
client feeling having vague ideas
client having lots of questions in mind
client feeling the need to do activities
client feeling the need to do action
short interviews with ss
to keep them busy
clients feeling relieved after admission of change agent
withdrawal on purpose

MEETINGS
recording meetings
clients think recording meetings is a good idea
note-taking at meetings
decision for client to take notes during meetings
in addition to change agent taking notes
triangulating data at meetings in this way
technical problems
client not having access to a tape recorder
client not having access to a blank tape
client discussions of theory
asking questions to understand theory
trying to reach a definition of critical thinking
client extrapolation of theory
how to use critical thinking in the classroom with own students
client drawing attention to first step in action research
initial reflections of situation
in the light of thematic concern identified
client confirming thematic concern
critical thinking
client attention to the need to reflect on situation

MEETING WITH THE ADMINISTRATION (ADM)
having meeting early in the week
to have another meeting if necessary before the ADM meeting
discussion about the framework for ADM presentation
deciding to start with reason
it would be more striking
2 reasons:
teachers like to be active, catching up with innovations in ELT
to be better teachers for their students
deciding on everyone presenting
this kind of presentation might be interesting for the audience
this kind of presentation might be motivating for the members
because everyone will be participating
Reflection On Adm Presentation
clients happy about having shown something to the world
client feeling shy
newly hired instructors feeling a little shy in making a presentation to ADM
client feeling a little pessimistic
about what the ADM can actually do to help us with our project
responding to what we should do at the second ADM presentation
tell ADM about action research
tell ADM about critical thinking
deciding on whether to present all the steps in action research to second ADM presentation
they wouldn't be interested in all the details
the steps of action could be presented in outline form
ADM may want to use action research for a project of their own

NEWSLETTER
client volunteering to be in charge of newsletter
client volunteering to be editor
client volunteering to help with write-up

APPLICATION OF PSYCHOLOGY ACTIVITIES
doing active listening before meeting
with P and V

PRESENTATIONS
client presentation of article by Finocchiaro on critical thinking
summary of good reasoning abilities
definition of a critical thinker
appreciates importance and convincing force of reasons
when assessing claims, making judgments
evaluating procedures
contemplating alternative procedures
Siegel's categories of critical thinking
appropriate reasoning
correct reasoning
good reasoning
rationality

Kuhn-practice of critical thinking
Siegel's criticism of Finocchiaro's definition of critical thinking
second article on critical thinking
mock trial of critical thinking
teacher divides ss into groups
assigns roles to students
e.g. judges
gives a problem
gives 2-3 weeks for preparation
ss perform on trial day in class
evaluation of mock trial technique
class discussion and mock trial
reaction paper assigned by the teacher
pros and cons of the issue
three points ss learned from the trial
what ss would change about the trial process
discussion of other issue which came out in the trial process
health related issues provoke critical thinking
client question on how to relate critical thinking theory and what we can do with students in the classroom

PRE-MEETING OBSERVATIONS
client missing two meetings in a row

RESPONSE TO CLIENT INQUIRY
clients stating they are not ready to form their own groups

REVIEW OF LAST YEAR'S MEETINGS
reviewing last year's meetings using client diary
to recollect what we did last year
start with: what's action research
discussing whether this is a good point to start with
suggestion
start with purpose
why we decided to do project
stating purpose of getting together for this project
teacher felt there were problems
teachers wanted to make things better
teachers started thinking about how to make things better
teachers decided to start with action research
because action research takes short time
because action research gives results
discussion of group formation
client not remembering
client met change agent in the car park of school
change agent told client to come to her office
client driving to town with change agent
change agent asked client whether she wanted to be a part of project
client trainee of change agent

change agent told client in one training session
client latecomer
client heard from change agent
clients not remembering memo passes around by change agent
statement of purpose in project
aim of organization to go one step further
to reach what we have in our minds
to eliminate problems of students I had in mind
but also believing in self-improvement
looking at the test results
we can understand that the readings of the ss are not as good as they should be
group analysis of aim in joining project
client does not remember
because she was not present at that meeting
client disagrees that the project is done for self improvement
client agrees that the project is done for self-improvement and institutional concerns
clients comments that self-improvement and institutional concerns automatically works for learners
client thinks that change begins on a micro level and then works toward the macro level
you first improve yourself
then you convey this to the students
answering change agent's question on aim of project initiation by change agent
self improvement and to make things better
for the institution
reconstruction of transactional analysis
asking clients for personalization of transactional analysis
new client talking about personal experience
telling son to behave as he likes at home
telling son to behave more carefully outside
new client talking about personal experience
client wanting to act
family insisting on ballet
couldn't do professional acting
still feels the desire to act
clients emphasizing the importance of opening up to new clients
mentioning our opening up
after solving problems in group
new client mentioning fear of speaking in public

SUGGESTIONS
Diary keeping
ss can keep diaries

CLIENT COMMENT
client comment on introducing change
you have to make it very clear to your audience

CLIENT PRESENTATION
client presentation of book she has read

APPENDIX 0

SAMPLE ANALYSIS

ANALYSIS OF INTERVIEWS 1991-92

PERSONAL DISCOVERY

A.

Looking with new glasses

- Seeing others with new glasses
  - something different than what I already had
- Seeing self with new glasses
  - doing this instinctively, without knowing the terminology

E.

not a big discovery

- joining the team to learn different reading strategies
- how to communicate with students in terms of reading in a better way

I'm O.K. became clearer in my mind

- had an idea but not in an academic way
- kind of enlightenment

Active listening

- interesting
- things that one intuitively knows but can't express
- through experience one learns these things
  - doing in an academic way makes these things settle in your mind

When students say they don't understand because of vocabulary, it can't be.

- there must be something behind it like a mental block or fear of understanding

Feeling the need to learn more about psychology

- from books

Learning about counselling

- learning how to convey your message to the student
- how to diagnose the problem in that person
- learning to ask the right questions

L.

self-discovery

- not only think of myself as a teacher
  - trying to learn good techniques

parallel to self-discovery, discovering others

- close friends
- students

feeling lost at times

- with help from you and colleagues, found my way

learning things I haven't thought of before

learning things I thought people were thinking about

having difficulty in analyzing people

- putting my thoughts into words
- maybe because I don't want people to do that for me

avoiding analyzing people

- but now I feel I have to
- unless you analyze yourself, you can't know yourself or others

feeling of being stronger and powerful
specially after learning the light/dark side business
one person got disturbed during activity
interested in psychology in high school
you should be aware of your dark side and not be disturbed
personal experience
getting angry at boyfriend who suggested she go to a psychiatrist
if he tells her again, she won't be disturbed
M.
Familiarity with concepts learned
project useful in reaching own goal
establishing humanistic education in this school
by opening up people's minds
by getting more people on our side
Seeing negative sides of people
I will be careful in selecting who I work with
Improving listening skill
thinking about how even the most negative people could be made use of
N.
Having difficulty with class profile
realizing being not a good observer
Trying to catch every detail now
Last meeting learned from M and S
how they observed their students
Trying to remember details
When going to the bazaar
Previously looking at things and people but not observing them
observing now
Being aware of being soft person and wanting to be firm
Realizing why soft after meeting at A's house (after doing the Dark side-Light side activity)
because I wanted to be liked by my students
ss are not like parents or friends
taught me that I needed to be firm
listening activities made me realize I was responding too much
too much response is not right
too little response isn't right either
made me think if I were A responding to M, would I verbalize my questions
personal experience
listened to a friend
he doesn't think I'm a bad listener
maybe my style of listening did not change
thinking of verbalizing questions as response
S.
whole-person approach made me more conscious about my character
reviewing things I knew about
listening activities taught me how to be a better listener
nice to cooperate with teachers I hadn't worked before
I felt better in group sessions
It's nice to share your experiences--inner problems

I mostly learned psychology
When I started we shifted to psychology

PROFESSIONAL GAINS
A.
I learned lots of terminology
Sharing experiences with colleagues widens your horizons
helped me to think more before I stepped into the classroom
helped me to see a specific situation in a different way
reading
psychology of students
motivation of students
but I didn't want it to change
because I haven't digested the system that I want to use with my students yet
I change slowly
I can certainly extend what learned to my students
I think it will take time
my time
students' time
I need more knowledge
I need more time
E.
literature major
learned many things
theory
Nunan
learning new things
one may feel lost
learning near the end of the semester
feeling tired at the end of semester
I can extend "I'm O.K." to my students
need time to extend "I'm O.K. to my students.'
good idea not to start any new reading activity
finish psychology first
<u>recommendation for the future</u>
if we want to go on reading, we should do reading
we have to learn more about psychology
L.
personal involvement more than professional involvement
at beginning of project thought the opposite
I am for research with students and getting feedback
haven't done that
questioning students, recording them, getting feedback
looking forward to doing more in the classroom
I can transfer my personal discoveries into the classroom
Sometimes we can't help talking about irrelevant things
losing time
tea and cake business disturbing at the beginning
lost time

we have limited time
    we should make use of that limited time
proud of myself being in this project
we are teacher trying to do something about our ss
we decide and change together
    something very nice
there is no jealousy and competition
I like working in the group
I can't see a link between class profile and reading
    I'm sure we will
    I'm sure you lead us to set up this link
I have the courage and the will to extend that to my students but first I want to be very clear on the link between psychology and reading.
I learned some things about the people in the group
    you and M like psychology
    E is very particular about his car
    A is fond of talking
M.
using laymen's terms before joining the group
feeling more comfortable
    I learned how a better use of my previous knowledge can be made
psychological needs of students are very important
psychology essence of human life
    personal experience
        student with inferiority complex
Doing with my students for a long time
members of the groups surprised me
    I had to apply the psychological knowledge to the people in the group as well
N.
realizing the joy and importance of groupwork
learning that colleagues have to come together to discuss problems at department
benefited from sharing information and ideas on how to teach
    although we don't actually talk about that we chat before we start the sessions
    chatting before the sessions helped me as well
benefited from sharing ideas on how to deal with students--classroom management
I did listening activities with my ss in class
    they really enjoyed it
    I did the activity before a discussion activity
        all the students responded in the discussion activity
Another technique I tried was A's tactic: touching students on the shoulder
    tried it on a student to encourage him
    I realized I could do it
I try to apply the techniques we learn in the sessions to my students
giving an example
    when a student says I can't study, I tell him/her to observe others
    this encourages communication in the classroom
I feel my ss are better as a class and have better relations
I have become a better observer
to be a good teacher you have to be a good observer

I wasn't seeing my ss as ss
now I see them as whole persons
I stay in class during recess
we have a discussion hour on Fridays
I like the idea of doing action research
although recording and interviewing can be difficult
For my RSA project I'm investigating register and speaking
I can do action research on register and speaking
S.
I was able to see how other colleagues approached problems and certain teaching issues
example
competence-power-intimacy
we can see that people have different ways of perceiving things
It's important to manage different perceptions of people
it's a management skill
has important implications of what we do in a department or group
when you want to introduce new ideas and methodologies it's important to clarify
different perspectives
because people understand differently
I can extend what I learned to my students, why not?
Students feel as excited as we do about sharing feelings
provided that we create an anxiety-free atmosphere
in the classroom
outside the classroom as a group
to a certain extent I try to create an anxiety-free atmosphere in my classes
but I would like to learn more about counselling
to have better access to what's going on in the ss' world
experience
this is my personal belief
If I feel very uneasy in a class, my doors of perception are not really open
the opposite could also be true
As a teacher, I would like to present to my ss the most ideal learning situation
Our project is giving me new insights
Our project is making me see that there are all sides to a person
All of these sides are equally functional in creating a certain person

CORBATE
Change agent: imposition
A.
you didn't really impose anything on us
psychology was imposed
maybe we decided together
I want to clarify my mind
because students did not say anything about psychology
E.
no imposition
sometimes giving homework
that is not imposing something

you have to do that
to see how it is going
telling a personal idea on a subject
may be misunderstood
maybe because of my style
I try to convey my message
the group should not be imposing anything on each other
L.
We gave our decisions within the group
It's wonderful deciding together
M.
No imposition
It was the way I wanted to go
cultural problem
people may have had the impression that you were imposing things on them
because in our culture authority figures and their ideas are a must
N.
did not feel any imposition
I never felt that
you never say you have to accept something
When you do something, we share the idea whether we like it or not
example: class profile
I felt we were forced to do that
but when we did the analysis, I realized that you can categorize people
I realized that there are details one pays attention to
so it's not natural
Because we can talk and share ideas, things become clearer.
S.
I didn't feel that way
I think you did a very good job
You gave us the necessary starting points and outline
It was up to us to decide

<u>Sessions by change agent</u>
A.
Workshops were excellent
Controlling well-organized
where to stop, where to interfere and whom
very democratic
never skipped any one of us
balancing the people who want to talk more and those who want to keep quiet
professional
demanding
in control as a conductor
difficult to conduct these sessions
because this is a group with different characteristics

E.
The way you conducted sessions was O.K.
workshop style
of course good
how else can you do it?
you have more knowledge
M.A.
doing your Ph.D
you know how to direct the talks/conversations
the things we're doing
personal experience with workshop style
a course while doing M.A
not finish M.A.
L.
deciding together is wonderful

M.
very good
not too strict
not too loose
not too teacher-centered
You created an atmosphere where everybody could freely work
N.
Good
workshops better
if we just heard about something, it wouldn't be feeling it
once we do the activity, we are involved and get the feeling
I like the idea of putting everything you explained into practice during the sessions
S.
workshop characteristic made us really interesting
because we were all tired in the evening
you started with a warm up activity
I thought these warm up activities were great
I think you were professional in your approach
that's very important for me
because when people get together, it's not very professional
So I truly appreciate what you did

SETTING UP OWN GROUP
A.
not at the moment
need to learn more
need to have more experience with what we're doing
need to read more
need to be on a better level
your accumulation of knowledge and skills
B.
not with a big group

L.
I wouldn't even dare even if I was the knowledgeable person
one of the things I can't manage is leading a group
The responsibility of getting people organized
The responsibility of arranging things
Responsibility for yourself
Responsibility for the whole group
    It may be because of my experience
I must admit that this responsibility is a fantastic thing
You know what you're doing
To sum up, I appreciate you
N.
I think I can set up my own group
I'm explaining what I learn in the session to P
    If I can do that, I can set up my own group
I'm also explaining to the people in my staffroom
I explain what we do in the sessions to my friends also
    experience
        did character analysis of a friend using dark side/light side
however we have to read more books
    we should read books we can understand
everyone should read books
what we've learned is good but not enough
If we're going to do the same thing you did, we should read more about psychology
Otherwise we would have to stop where you stopped
    without additional scientific knowledge
We should also read about learning strategies
We should also read about skills
    not games and activities but theoretical information
S.
Yes, I think I can set up my own group
It's just that I don't see myself as a good manager
Inside the classroom it's imposed one me
    I'm automatically a manager at the same time
Outside the classroom I like being free
I could set up my own group if I wanted to

MEDU/CRBW
A.
MEDU fine but wish to do more
CRBW learning five out of five
E.
difficult to choose
    CRBW difficult to do with a big group
    CRBW voluntary
    any teacher can join MEDU

L.
MEDU-what participants do is not very clear
coming, listening and going away
not certain whether they apply in class or not
Whereas in CRBW we have to perform something, talk about it and try again
N.
I don't want to choose between MEDU and CRBW
because MEDU is needed by some teachers
but both MEDU and CRBW might be too much of a burden
MEDU is not enough on its own
Teachers who come to MEDU are the ones who don't really need any training
I believe there should be a training program for all teachers
whether they are experienced or not
because some of the teachers don't even know how to communicate with their ss
experience
one teacher told me it's the teacher's job to have discipline in class
have ss sit and not say anything
his ss are scared of him
maybe he knows his subject well
but he doesn't know how to communicate
experience
partner not understanding how I can tolerate ss not responding
teachers can come to school whenever they're paid
this can be treated as a project
the schedule can be arranged
they can be paid to come to school for 2 hours a week maybe
I thought of having our meetings on weekends
but it wouldn't work
S.
I would definitely go for CRBW
because I already know the teaching tricks
I did a whole course in England on teaching tricks
I've been teaching for 6 years
I've always updated my knowledge
I buy TESOL QUARTERLY
FORUM
I attend sessions at Bilkent, here, the British Council
It's nice to share experiences with colleagues but my personal preference is for CRBW
CRBW is more challenging for me
It's a real process of discovery about the world
It's a real process of discovery about yourself
You go beneath the surface whereas classroom tricks are practice-oriented
I personally feel the need for research based activities

PSYCHOLOGY
<u>psychological approach</u>
A. We should know about student psychology
To be friends with a cat, you have to know about animal psychology
E. We should definitely learn more about student psychology

L. I certainly believe that we will get better results in dealing with students' problems
N. yes
I learned to see my ss as whole persons with their needs
but I need to see more practice]
for things to settle in my mind I need more practice to get the feeling
when it comes to critical thinking you have to have a broad view of what's happening
observing is important in this aspect
in a critical way you have to observe everything around you
I think reading and psychology are related because of critical thinking
N.
By using psychological methods, we can help ss overcome barriers in learning
example
if a student has a fear of failure or feels incompetent for a particular task,
psychological help would be more beneficial for him/her than
methodological help

<u>fit in the curriculum</u>
A.
start like MEDU
E.
workshops are good
teachers can share their enlightenment with others
L.
by pre-service training
our group can do the training
can get the help of a counsellor
N.
start like pre-service sessions
continue like MEDU sessions
announcing the names of people
people like the feeling of other people knowing that they are doing something
even if people attended MEDU once they show off
by talking about the activities
they let others know that they've attended
Administration knowing about who is attending these sessions could be a source of
motivation
Those teacher who attend MEDU may teach less
S.
We must have in-service training sessions
for consciousness raising
to make instructors aware of the need for such a dimension
Certain hours may be designated for in-class activities
activities like problem solving
experience sharing
Such activities would create a more humane and low-anxiety atmosphere in our
classrooms
Obtain feedback to assess the effectiveness of such sessions
A "learning problems center" can be set up for extracurricular guidance

COMMENTS

A.

psychology was imposed
discussions were enjoyable

L.

We need more time to talk
If we had met once a week at the beginning would have been more beneficial
Sometimes we can't help talking about irrelevant things

N.

I'm curiously waiting to see how we're going to put all the info into practice
I see the connection between reading and psychology very clearly
Once I see it in practice, it will be clearer

S.

Thanking for "blazing the track on such an important issue'
I hope I can learn and do enough
to expand our studies
to a larger scale

FIELD NOTES ARM-1	EMERGING THEMES
W: (...) BN: Well, how did you feel.. C:(...) BN: feel as a person..as a person?	Request for Affect (3)
C: I felt sorry for her. (*Laughter*) **(Well, that sounds interesting, let's see what she means)** just lost somewhere, she didn't know how to do and go and where to go.	Participant Response on Affect
E: (...)(*laughter*)I wanted to say something.I stopped myself all the time just say something to you instead of clapping. **(That's nice, feeling this responsibility of trying to help her in the best way.)** Probably that's what I would do...what I would feel.	Empathy, ~~Transfer~~ comment
B: I felt the same thing because I thought.. well, we should have done something else. **(She's got similar feelings to C's)** We should have..we should guide her in such a way that she should have understood when we clapped twice, it means no..when we clap only once it means yes...something like that. I wish we could have guided her better I thought when she reached there. **(self-criticism)**	Participant Support/Agreement Strategy Proposal. inadequate (Reflection on ~~xxxx~~ planning)
A: I was looking for a technique in fact. That's why I kept asking the same question. I thought clapping once was yes and twice would be no. B: It's because we didn't plan it before.	Strategy Proposal Support Reflection on inadequate planning
D: And I also thought that we should have talked about some sort of (...) I didn't know, we didn't know what sort of questions you would ask what reactions you would (...) B: But we didn't plan how we would help her because we said we may talk, we may clap, we may just take her hand. **(shows how important planning is before you actually start action.)**	Strategy Proposal Support Reflection on inadequate planning
C: I think it's just the same situation as in our teaching...just knowing how.. erm.. which one is better (...) D: not knowing who or what (...)	Generalization to teaching/group purpose

FIELD NOTES ARM-1	EMERGING THEMES
A: So, what E says is true here because when you know your students' needs..if I am the student if you knew my needs, you would have your techniques beforehand.	Gen. to Teaching
A: For example, you will say let's clap once if you.. I came into the class and asked, "Is this yes?" You just clapped. I asked, "Is this no?" You clapped again! I am not accusing you or anything but if we (...) teaching .. C: Still you did well, I think. A: Thank you. (*laughter*)	Vol. questions participant guidance referring to teaching
BN: Did you feel frustrated at a certain point? A: Yes, in the middle of the room, I mean.. I thought ... I was never going to reach the blackboard though I knew that I would. So think of the students.	Solicit Vol. Affect/ Vol. gives response in affect
E: (...) sometimes the students are in the middle of nowhere...It's no man's land you know...by helping.. **(I guess he's referring to the fact that students need to be guided carefully.)** A: I mean the things that you have done are better than nothing. You could have stayed there and watched me, wouldn't you have? In a way you helped.	Generalization to teaching Mild chide to Vol. to participants
W: (...) BN: G, how did you feel? G: I felt the same. I felt sorry for A. I thought just clapping was not enough. I wanted to do something else. **(There's somebody else who wanted to give more help.)**	Solicit Affect. Response in Affect Reflection on inadequate planning
BN: F? F: Yes, I totally agree with G. Since we hadn't decided on the technique, we misguided her and (...) A: That was the word I was looking for, (...)	Reflection of inadequate planning Vol. agreement
BN: Yeah, anybody else who would like to say something? (*Noone) O.K.* So, why do you think we did that? E, you touched on it. Why do you think we started like this? (*I want to get to the point.)*	Request for summation

SAMPLE 2: STEP 2

ARM -1 GROUP 1
DATE: Jan. 8, 1992
PLACE: Seminar Room
PRESENT: A, B, C, D, E, F, G

FIELD NOTES ARM-1	EMERGING THEMES
(This is the first AR meeting I am having with a group of teachers. I am quite excited). [..] BN: ... for the rest of your life. This is something that will be done for the first time at METU, right? So, we need to put all our efforts into it. **(I am really excited because it is a change and I am initiating a change. I wish I had a crystal ball so that I could see into the future.)**	Intro / Encouragement PRT-INT
Now, I want to show you something first. I need a volunteer for this. One volunteer. O.K. (*A volunteers*) Right, we'll have to go outside. (*I take A outside, explain to her what she will do and come back into the room)*	Engage / Solicit Participation TAS - BEG TAS - PAR
BN: Now, she's going to be blindfolded. **(This is an activity called the Quaker Model which I took from teacher training notes of Y. The purpose is to initiate the participants into the concept of teacher collaboration for change.)** I want you...can you sit on the floor? I want you to form blocks for her. She's gonna have to find her way through you. So, make the blocks a bit difficult for her. **(These blocks are supposed to represent problems that teachers have to overcome.)**	Explanation of Activity TAS - EXL
B: Bena, we've formed the first block here. BN: O.K. fine, very good, yeah. Where would you.... (.....) BN: O.K. fine. B: Is she coming? BN: No, no, not yet!!!! (...) (*We're trying to arrange the blocks*)	Talk accompanying activity TAS - BEG
(*At that moment, D comes in and I address her*) Would you like to take a seat on the floor? D: Sure.	~~Introduction of volunteer~~ Acknowledge Late arrival CLT - LAT CLT - PER ?

1

FIELD NOTES ARM-1	EMERGING THEMES
BN: O.K. Now, we have to decide on the strategy, how are we going to guide her? She'll be blindfolded. How are we going to guide her? **(It is collaboration that I want to emphasize.)** B: By talking perhaps? BN: O.K. Whatever you like, you decide. **(I want them to make their own decisions without my interference.)**	Elicit strategy for activity TAS - STR
(*There's a knock on the door.*) B: With the clap perhaps, no, is... (*E has come.*) BN: Hello, welcome! Take a seat on the floor. (*laughter*) C: But Bena, I don't understand the rest. Is she going to... **(I'm wondering if my instructions weren't clear)** BN: She's gonna come in.. C:..or just miss us? BN: That's up to you to decide. She's gonna have to pass through you and reach the blackboard. C: O.K.	Clarification of Activity TAS - EXL
BN: So, you have to help her. How do you want to help her? Would somebody like to take her by the hand, or just tell her? **(I am just trying to guide them.)** B: Let's tell her. O.K.	Elicit Strategy (2) TAS - STR
BN: E, would you like to take... E: I have a question. Aren't we supposed to come to this meeting tomorrow? BN: No, it was today. E: But we talked with you and you told me that MEDU meeting was.. **(This is getting tedious.)** BN: Tuesday so, we're having it today. E: Tuesdays and Wends..Thursdays. So what about the Thursday one, aren't we going to have it on Thursday? BN: Yeah, but this is not MEDU, this is different. (He is confused about the meetings.) E: What is it? (*laughter)*	Diversion / Confusion Clarification CLT - COF

SAMPLE 3: STEP 2

INTERVIEW 1

Questions:

1. Have you made any personal discoveries?
2. What have you learned in the past months?
3. Have you made any professional discoveries?
4. Can you extend what you have learned to your students?
5. Did you feel that I was imposing anything on you?
6. Would you like to comment on the way I conducted the sessions?
7. Do you think you could start your own group?
8. Do you think that we should have regular in-service sessions or engage in collaborative research-based wok (CRBW)?
9. Do you think we can get better results by approaching students from a psychological perspective?
10. How can we fit in a psychological dimension in the curriculum?
11. Would you like to comment on anything else that we have not had a chance to talk about?

Teacher A

1. Self-awareness,.. parent-child,.. helped me to see others by putting on new glasses, something different than what I already had. I started to observe myself in a different perspective which I had been trying to do instinctively but without knowing the terminology. The adjective exercise we discussed..... I wrote anti-humanistic for people I detested. That shook me. Because I realized that what I really hated in other people I was doing. In fact, I wanted to lie, be lazy, be late to my appointments. Because being on time etc. gives a burden on you, sometimes you want to lie, too.

2. Lots of terminology.--schema, activate, active listening-- terminology--what they meant, how to use them, what they really mean. Sometimes we say to our students to listen actively without really knowing what it means.
Sharing ideas with my colleagues... You learn a lot. Some are more experienced. If a person reacts a different way to a specific situation. I thought there would be only one reaction. When people defend themselves, they're right, could be to a manager, student, colleague etc. For example, when a student doesn't do homework, Teacher X might react differently. Sharing experiences widens your horizon.

3. First of all, it helped me to think more before I stepped into the classroom. Because we were dealing with reading, reading has the priority. Also motivation, psychology of students, and some small details like what's going on in class. You're so busy teaching grammar that you can't see the small feedbacks in fact the students are giving. It didn't change the techniques, systems, and activities. It helped me to see in a different way but I didn't want it to change. Perhaps it takes time. I'm always like this. I first observe, then digest it and make the necessary changes. I can't change right now because I haven't digested the system that I want to use with my students. I change slowly.

4. Certainly I can. I think it will take time, my time and their time as well. As I have said before, I first have to digest it. If I can't digest it, it'll be a shock for them, it' ll be in the air. I need more knowledge and time in fact. This is not enough to apply something which is brand

APPENDIX Q

PEER DEBRIEFING

Sample 1:

People are enthusiastically working together. They seem to an equal amount of work. I wonder if this is really so? Does everybody really help out in equal shares?Do some work more than the others? I couldn't understand how everyone was feeling, some did not show their emotions, so I can't really say.

Well, [1]@ looked indifferent. @ is really involved and hard working. ...has her/his feet firmly placed on the ground. As for, I'm not sure as [2]s/he could be acting as doing more than what s/he is actually doing in the group. I thought s/he did her/his job adequately at the meeting (*referring to the first meeting with the Administration*)

The first meeting seemed more collaborative. I thought the first meeting was more exciting than the second.Probably because there were more unknowns.

I think such a project requires leadership. One could perhaps activate empowerment and yet I feel as if this can't be true. The reason is closely related to what I saw at the Meeting. Some members of the group were more succesful in doing presentations. This is entirely related to one's personality. Well, maybe to one's background as well.

Sample 2:
I thought of myself. Am I beginning to feel burned out, I wondered. I have in general tried to find ways of improving myself. When you do that, you achieve a certain kind of thinking. And at that level, you feel the tension between what is theoretically possible and what the system allows you to do.

You want to make changes but you can't. The system needs to be changed. But the system has been established in a certain way, and you can't change that. To be able to make changes in the system, you need to have leadership qualities.

Another point is that, although you may have those leadership qualities, there are constraints imposed by the system. Things that you cannot overcome.

This is a large institution. There are many teachers. It would be difficult to train or develop all of these teachers. This is an issue of personality. I don't think I would be able to do what you're doing.

Some of them are involved in your project because they want self-improvement. some of them who have achieved a certain level of professionalism really want to do things that will be useful to the institution. Some of them can get frustrated when things don't work out in a professional way.

---

[1] For reasons of confidentiality, pseudonyms have been replaced with "@".

[2] For reasons of confidentiality, the gender pronouns and adjectives have been given as such.

APPENDIX R

REFERENTIAL ADEQUACY MATERIALS
SAMPLE CASSETTE OF ACTION RESEARCH MEETING

APPENDIX S

SAMPLE MEMOS

SAMPLE 1 (1991-92)

Although the coordination of the project was difficult until the fifth meeting, it turned out to be manageable after that. Still, dealing with people requires a great deal of time and effort. What I myself have learned about counselling, and psychology has helped to build some sense of cooperation in the group. I wonder if that is collegiality. Yet, it seems that we haven't been able to attract our customers who got involved to a certain extent and then dropped out. Food for thought. I should find out the reasons why they drop out. Is it because of the project itself or do they have other more important commitments?

SAMPLE 2 (1992-93)

Given the two meetings we had with the Administration, it seems as if the clients mostly request financial and administrative support. This is going to shed light on the issue of the resources and support teachers need in terms of the power relationships within the organization in order to be able to change their teaching situation. Clients feel that when they have done "something concrete", their requests can be justified.

SAMPLE 3 (1993-94)

I have a feeling that Conversations with Self are achievable. Yet, I'm not so sure about the feasibility of Conversations with Settings in the political sense. If we can argue that clients have gained greater control and autonomy in their individual classes, that's fine. However, can we really say that, at this point (*at the end of first semester*), some success has been achieved in terms of the control and autonomy as Conversations with Settings? I don't see any of the clients wishing to make further contacts with the Administration. I wonder if I, as the change agent, should take on a more pre-active role? But I shouldn't; I can't interfere in the daily life of social events; this is an ethnographic study.

THE HIGHER EDUCATION LAW

Law Number: 2547

Date of enactment: 4 November 1981
Published in the Official Gazette
No. 17506 Date 6 November 1981

PART ONE

THE AIM AND SCOPE OF THE LAW AND DEFINITIONS

Aims:

ARTICLE 1. The aim of this law is to define the goals pertaining to higher education and to establish principles related to functioning, duty, competence, and responsibilities in connection with education, research, publication, teaching staff, students and other personnel as well as the institutions of higher education and their governing bodies.

Scope:

ARTICLE 2. This law covers all institutions of higher education, basic principles related to their activities as well as their governing bodies.

Matters within the institutions of higher education of the Turkish Armed Forces and Security Forces are subject to separate laws.

Definitions:

ARTICLE 3. The concepts and terms used in this law, for the purposes of this law, are defined as follows:

a. Higher Education: In the national education system, this is the education that follows secondary and the total of education at each stage consisting of at least four semesters.

b. Governing Bodies: They are the Higher Education Council and the Inter-university Board.

c. The Institutions of Higher Education: They are the Universities, Faculties, Institutes and Schools of Higher Education.

d. The University: It is a higher education institution possessing academic autonomy and legal personality, conducting high-level education, scientific research and publication; it is made up of faculties, institutes, schools of higher education and similar organizations and units.

e. The Faculty: It is a higher education institution conducting high-level education, scientific research and publications; institutes, schools of higher education and similar organizations may be attached to it.

f. The Institute: It is an institution in Universities and in Faculties which is concerned with graduate study, scientific research and applied work in more than one related scientific area.

g. The School of Higher Education: It is an institution of higher education mainly concerned with giving instruction for a specific vocation.

h. The Department: It is the unit of a Faculty or of a School of Higher Education giving instruction, and carrying out research; it embraces similar or related areas of the sciences or arts, forming a whole in aim, scope and character.

i. Teaching Faculty Members: They include teaching staff members as well as ancillary staff.

j. Teaching Staff-Members: They are Professors, Docents (Associate Professors) and Assistant Docents (Assistant Professors) of the institutions of higher education.

(1) Professor: A teaching staff member of the highest academic order.

(2) Docent (Associate Professor): A teaching staff member who has successfully fulfilled requirements of the Interuniversity Board to qualify as a Docent.

(3) Assistant Docent (Assistant Professor): First stage of teaching staff membership who has received a doctorate, or qualified as a specialist in a medical field, or received a certificate of competence in one of the areas of the fine arts.

k. Ancillary Staff: These include research assistants, foreign language instructors, specialists, translators and planners of education as well as instructors for certain specialized topics. Ancillary staff are appointed for a specific period of time.

l. Pre-License (pre-baccalaureate) Stage: It is a higher education following secondary education, involving a program of at least four semesters, aiming at providing a vocation or comprising the first stage of License (baccalaureate) stage.

m. License (Baccalaureate): It is a programme of at least eight semesters following the secondary education.

n. Post-graduate Study: It is a term covering the programme for a Masters Degree or a Doctorate or Specialist training in medicine; it has the following stages:

(1) Higher-License (Masters) Degree: It is a stage of higher education which comprises two semesters when following License (baccalaureate), ten semesters when following a programme of secondary education.

(2) Doctorate: It is a programme of higher education of six semesters if it follows License or of four semesters after Masters Degree. It also aims at putting forth the conclusions of an original research.

(3) Specialization in Medicine: It is a programme of higher education undertaken in accordance with the regulations established by the Ministry of Health and Social Assistance and it leads to specialization in one of the fields of medical sciences.

PART TWO

GENERAL PROVISIONS

Aims:

ARTICLE 4. The aims of higher education:

a. To educate students so that they:

(1) will be loyal to ATATÜRK nationalism and to ATATÜRK's reforms and principles,

(2) will be in accord with the national, ethical, human, spiritual and cultural values of the Turkish Nation and conscious of the dignity of being a Turk,

(3) will put the common good above their own personal interests and have full devotion for family, country and nation,

(4) will be fully conscious of their duties and responsibilities towards their country and will act accordingly,

(5) will have free thought, a liberal vision of world affairs and respect for human rights,

(6) will develop in a balanced way, physically, mentally, spiritually and emotionally,

(7) will prove to be good citizens contributing to the country's welfare and at the same time acquire the necessary skills for their future vocations.

b. To enhance the welfare of the Turkish State as a whole, conducive to national and territorial indivisibility; to implement programmes contributing to and expediting the economic, social and cultural development of the country; and to induce students to be constructive, creative and merited partners of contemporary civilization.

c. As higher educational institutions, to carry out work and research of high academic level, to promote knowledge and technology, to disseminate scientific data, to assist progress and development at the national level, and, through cooperation with national and international institutions, to become a recognized member within the world of science and thus to contribute to universal and contemporary progress.

Basic Principles:

ARTICLE 5. The Higher Education is organized, planned, programmed in accordance with the following "Basic Principles":

a. To ensure that students develop a sense of duty in line with ATATÜRK's reforms and principles, loyal to ATATÜRK nationalism.

b. National culture integrated with universal culture, will be developed and fostered in keeping with Turkish mores and traditions so that the students develop a strong sense of national unity and solidarity.

c. The unity of basic principles within the educational system is to be achieved with due regard to the aims and specific requirements of various higher educational institutions.

d. Short and long term plans and programmes are to be devised on the basis of scientific and technological principles and in accordance with the national and regional needs and will be regularly reviewed.

e. Measures are to be taken to secure equality of opportunity in higher education.

f. New Universities as well as new Faculties, Institutes, and Schools of Higher Education within universities are established by law upon the recommendation or proposal of the Higher Education Council in accordance with the principles and goals of the national development plans and within the context of higher education planning.

g. Vocational Schools of higher education attached to ministries are founded by a decree of the Council of Ministers on the basis of principles set forth by the Higher Education Council.

h. Developing institutions of higher education; improving their efficiency; increasing their numbers so as to cover the whole country; training teaching staff in the country and abroad, and their proper assignment; keeping a balance between the elements of production, manpower and education; distribution of resources and specialized manpower and education; meeting the national and local needs and specific requirements of the fields of practice in accordance with the principles and aims of the national education policy and the national development plans; are planned and achieved in a manner to cover formal and informal, continuous and adult education.

i. In the course of education in the Institutions of Higher Education, ATATÜRK's principles and the history of the Turkish Reforms, the Turkish language and a foreign language are all compulsory courses. In addition, a course in physical education or in one of the fine arts shall be included in the curriculum.

PART THREE

GOVERNING BODIES

Higher Education Council:

ARTICLE 6.

a. The Higher Education Council is an organization which controls all higher education, directs the activities of the Institutions of Higher Education, vested in the context of duties and powers given by this law, with autonomy and public legal personality and is in permanent function. To the Higher Education Council are attached the Higher Education Supervision Board and the Student Selection and Placement Centre together with the relevant planning, research, development, evaluation, budget, investment and coordination units.

b. The Higher Education Council consists of:

(1) Eight members elected by the Head of State, preferably from among former Rectors,

(2) Six members selected by the Council of Ministers from outside the universities, from among distinguished, high-ranking civil servants, either active or retired,

(3) One member selected by the Chief of General Staff from among its own personnel,

(4) Two members selected by the Ministry of National Education from among its own members of staff,

(5) Eight faculty members selected by the Interuniversity Board from among those outside the Council and having at least twenty-five years of service in academic fields.

The memberships of those selected and nominated according to the paragraphs (2), (3), (4) and (5) become final upon the approval by the Head of State. The nomination of members specified in the above paragraphs is to be made within one month; in case of membership not being approved by the Head of State nomination of new candidates shall be made within two weeks, otherwise the appointment is to be made directly by the Head of State.

c. The tenure of Council membership (with the exception of the member from the General Staff) is eight years. Every two years, one fourth of the membership is renewed. New elections are held to replace those who leave for any reason and on completion of a term of office. Those whose term is completed are eligible for re-election. When, for any reason, membership ceases before the completion of the normal term, the new member selected to replace him, shall hold the office for the rest of the term.

The term of the members selected by the Chief of General Staff is two years and during this period the member is considered to be on unpaid leave of absence with all his rights arising out of personnel legislation being reserved. All other members' relations with their respective institutions, if any, are discontinued. Legal age limit (for retirement) does not apply to the appointment and continuation of the membership to the Council.

The Head of State selects the President from among the Council members for four years and the Chairman of the Council in turn, selects two deputies from among the Council members also, for two years. One of the deputies assigned by the Chairman will represent him in his absence.

The Minister of National Education, when he deems necessary, participates and chairs the meetings.

The quorum for meetings of the assembly of the Higher Education Council is 16 members.

d. The salary scales of the members of the Higher Education Council are established by the Council of Ministers provided that they do not exceed twice the amount of the monthly payment (including supplementary indicator, auxiliary payment and compensation) of the highest-ranking civil servant in the Civil Servants Law No. 657. Retired persons selected to membership will continue to receive their pensions.

e. The members of the Higher Education Council are not allowed to have any employment in a public or private organization, except in associations founded for public interest, foundations and affiliated organizations where they receive no remuneration for their work and in the case of temporary assignments given them by the Council of Ministers.

Members who are absent from duty for a total of three months in a year for any reason, except assignments by the Council of Ministers or annual leaves, shall be presumed to have left the Council.

The Functions of the Higher Education Council:

ARTICLE 7. The functions of the Higher Education Council are as follows:

a. To prepare short and long-term plans for the establishment and development and realization of educational activities of the higher educational institutions and to see to the training of the teaching staff, locally and abroad, according to the aims, goals and principles set down in this law, and to supervise efficiently the resources allocated to universities within the framework of these plans and programmes.

b. To promote continual and harmonious cooperation and coordination between the Institutions of Higher Education, aiming at unification and integration, in accordance with the aims, principles and targets specified in this law.

c. To determine the extent of growth compatible with the running of the universities at maximum efficiency and the taking of such measures as summer courses, night courses and two-shift-education.

d. In accordance with the principles and targets of the national development plans and in the context of higher education planning:

(1) To present to the Ministry of National Education proposals or views on the establishment, and, if necessary, unification of newly established universities,

(2) To make decisions directly or on the basis of proposals made by universities concerning the opening of Faculties, Institutes and Schools of Higher Education within a university, their unification or close-down, and to convey the above decisions to the Ministry of National Education for enactment in due course,

To make decisions and to have them implemented directly or on the basis of proposals made by universities, regarding the opening of departments, their unification or close-down,

In the event of circumstances causing a breakdown in education, to make decisions directly or on the basis of proposals made by universities regarding a temporary close-down or a recommencement of education and to put them into effect,

(3) To study the aims and bases of higher educational institutions to be established by ministries and to present opinions to the competent authorities,

e. To specify, after taking into consideration the views of the Interuniversity Board, the fundamentals related to the horizontal and vertical transition of students in the institutions of higher education and the principles whereby graduates of schools of higher education continue their studies at a higher level,

f. To fix, in a balanced ratio, the positions of professors, docents and assistant docents in universities on the basis of requirements, education programmes, characteristics of the branches of learning, research activities, field of application, premises, materials and equipment and similar facilities and the number of students of the universities and other related matters,

g. To examine and evaluate the activity reports submitted annually by the universities; to pinpoint the highly successful and those considered to be inadequate and to take necessary measures,