English teachers' research engagement: Level of engagement and motivation

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A B S T R A C T

The gap between research and practice has been an endemic feature of the Iranian English language teaching profession. This concern has recently received major attention by the call for empirical investigations to be conducted in order to improve the relationship between research and practice. The purpose of the present study was to investigate the extent to which Iranian English teachers engage in doing and reading research. The study also aimed at exploring the motivations that can promote teachers' research engagement. Data were collected through conducting qualitative interviews with 24 teachers with various teaching backgrounds. Analysis of the data revealed moderate level of research engagement. The results also showed a wide range of motivations, including teachers' professional development, instrumental incentives, institutional expectations and pedagogical concerns that can promote teachers' research engagement. Further analyses demonstrated that teachers' professional development and pedagogical concerns remain their main motivations for research engagement. Instrumental incentives and organizational expectations comprise other potential motivations that can be profitably used to encourage teachers' research engagement. However, this is not likely to happen unless working conditions in Iranian schools and policy conditions in national education system are altered.

Keywords: educational research; professional development; research engagement; research-practice gap; teachers' motivations

A R T I C L E   S U M M A R Y

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Introduction

The Iranian English language teaching (ELT) profession has recently witnessed various initiatives and sustained interest in improving the relationship between researchers and practitioners. For instance, *The 10th International Annual Meeting of Teaching English Language and Literature Society of Iran* was particularly devoted to the gap between research, practice and policy. In addition, several local and provincial seminars and conferences (e.g. *The Provincial Conference of Application of Research Findings: Challenges and Strategies,* Lorestan, 2010*; A Conference for Dissemination and Utilization of Research Findings,* Kermanshah, 2011*; The Role of Executive Managers in the Application of Educational Research Results,* Fars, 2010*)* were recently held in different parts of the country where educational researchers were invited to discuss various issues related to "teachers' research engagement".

An important assumption behind these initiatives is that teachers' involvement in reading and doing research helps them move out of their submissive positions in educational systems and encourages them to play more innovatory and important roles in curriculum development (Gurney, 1989). A further thinking behind the attempts that are made to increase teachers' research engagement is that when teachers make use of research findings they can make more informed and evidence-based decisions (Borg, 2007; 2009; 2010). Through engagement with research (reading research) and engagement in research (doing research) teachers become more critical, reflective and analytical about their practice in classrooms (Atay, 2008). Roberts (1993) believes that research engagement can also reduce teachers' feelings of frustration and isolation. In addition, teachers' research engagement helps them become less vulnerable to and dependent on external challenges (Donato, 2003) as they develop their capacity for autonomous professional judgments (Lankshear & Knobel, 2004).

Discussions around the barriers to research engagement are diverse. For example, some researchers argue that one of the main barriers is the complex discourse of research. They believe that understanding academic papers is a daunting task for teachers because teachers have no specialized knowledge of research (e.g. Zeuli, 1994). Others contend that a great deal of research studies relate to problems that are too insignificant or too remote from the context of teachers' interest (e.g. Block, 2000; Crookes, 1993; Nassaji, 2012). On the other hand, Gore and Giltin (2004) argue that the power relations between academics and practitioners, whereby researchers are positioned as producers and teachers as consumers of knowledge are among the main barriers to research engagement.

In the Iranian context, there are also various strands of inquiry into teachers' research engagement. For instance, some researchers investigated the content of academic ELT research (e.g. Samar, Mehrani & Kiyani, 2012; Mehrani, Samar & Behzadnia, 2012). Others explored the ideological foundations of the Iranian ELT research (e.g. Mirhosseini, 2013). Further contributions come from researchers who compared researchers' research interests with practitioners' research needs (Mehrani & Samar, 2012), as well as those who investigated the barriers that impede teachers' research engagement (Mehrani, in press). However, there seems to be a paucity of research investigating teachers' level of research engagement, and the motivations that encourage teachers to use academic research more frequently. In fact, the literature searches for this study failed to identify any empirical studies that concentrated specifically on practitioners' motivations for

engaging in and with educational research. However, such inquiries are both necessary and useful, because the decisions to be made about teachers' research engagement must be informed by a realistic understanding of teachers' current level of research engagement and their motivations for doing and reading research.

This study explores these questions in the Iranian ELT context. Specifically, it examines the extent to which Iranian English teachers report doing and reading research and their motivations for doing so. These questions are of interest to the Iranian ELT community, particularly at a time when teachers are increasingly being encouraged to carry out small-scale research studies in their own classrooms, and to assume the role of a teacher-researcher (Borg & Liu, 2013).

Review of the literature

The most pertinent evidence for teachers' motivations to use research findings is provided by Watkins (2006). Watkins' study revealed that teachers' primary motivation for getting involved in research was professional development. Research engagement particularly helped practitioners 1) obtain an outsider perspective toward the practice of teaching; 2) find out what other people are doing; 3) see the practical relevance of research to classroom setting; and 4) develop social networking (providing possibilities for contacting others). However, some teachers in Watkins' study related their engagement in research to their involvement in higher education courses.

Scholars believe that research engagement is a very useful vehicle that, unlike any other form of professional development, is always open to teachers. Campbell and Jacques'(2004) exploratory study revealed that teachers believed that research engagement influenced their professional development in different ways. Specifically, it could increase the number of teaching plans, educational objectives, teaching strategies, and teachers' knowledge of what was being taught. In addition, teachers reported that studying research papers improved their reflective behavior, awareness of praise and focus on evaluation and observations of pupils (Campbell & Jacques, 2004). Other studies showed that research can inform and improve practice by providing different interpretations and understandings of educational activities (Biesta, 2007). For instance, a survey study conducted by Everton, Galton and Pell (2000) showed that reading research influenced teachers' perspective on teaching. In particular, 49% of teachers reported that studying research improved their views about teaching, 29% said that research questioned their views and 22% responded that research confirmed their views.

The subject of potential benefits of research engagement has also been the focus of speculation and discussion. Roberts (1993) believes that research engagement can reduce teachers' feelings of frustration and isolation. Atay (2008) argues that through engagement with and in research, teachers become more critical, reflective and analytical about their teaching. Teachers' research engagement can also foster the connections between researchers and practitioners (Crookes, 1993) and help them play a more important role in educational contexts, and move out of their submissive positions (Gurney, 1989).

An extensive list of facilitators to research engagement is proposed in the literature. For example, it is argued that research findings should be more accessible (Hemsley-Brown & Sharp, 2003; Macaro, 2003); the reward structures in university centers should be re-framed (Gore & Giltin, 2004, Mehrani & Khodi, 2014); alternative publishing venues should be developed to target users (Carlile, 2004); and academic jargon should be reduced (Burkhardt & Schoenfeld, 2003). Some authors discuss that teachers and policy-makers do learn from research but research utilization works best in settings of collaboration and mutual support (Block, 2000). On this basis, effective programs for promoting the use of research should be utilitarian and inspirational. In such programs, the immediate and local needs of teachers should also be met (Hemsley-Brown, 2005). Other factors which can facilitate research utilization include making specialist expertise available to practitioners, enabling teachers to spend time on reading and doing research, providing practitioners with research and evidence of the benefits of using research, and ensuring that research is convincing and offers pedagogical implications (Borg, 2010).

As the above review shows, in previous studies, research-practice gap has been approached from various perspectives, and subsequently different proposals have been suggested to tackle this problem. However, the researcher believes that the existing research-practice gap in the Iranian ELT context does not simply equate to a lack of utilization of research findings in the classroom practice, but it is the result of the interaction of a range of inter-related factors that are parts of our current educational system. Thus, removing the gap between research and practice necessitates in-depth investigations into teachers' personal and social realities.

Bearing this in mind, the researcher in this study does not intend to argue that teachers must necessarily be research-engaged; rather the point is that the decisions to be made about what is possible and desirable in relation to Iranian language teachers' research engagement need to be informed by multi-dimensional and empirical investigations that we currently lack. Such studies can elucidate practitioners' perspectives on the extent to which they are research-engaged, and the reasons for being so (Borg, 2007; 2009). Therefore, the present study was conducted to explore the extent to which Iranian English teachers engage in and with research and the reasons for their research engagement. The following research questions were addressed:

1. To what extent do Iranian English teachers use academic research findings in their teaching?

2. What are the practitioners' motivations for using research findings in their teaching?

Methodology

Participants

To answer the above questions, 24 teachers (13 females and 11males) from Mashhad, Neyshabur, and Tehran were asked to participate in the study. While the selection of these particular cities simply reflects their proximity and accessibility to the researcher, looking across these geographical locations enabled the researcher to consider whether the issues that teachers raised were national

or local in character. It also helped the researcher ensure that the findings of the study were not simply the results of idiosyncratic conditions in a given school or educational institution.

To widen the scope of this exploration, the researcher asked two groups of teachers –public school teachers (N=12) and private institute teachers (N=12) – to participate in the study. Their teaching experiences ranged from 2 to 23 years. In terms of latest academic degree, three teachers had Master's degrees, 18 had Bachelor's degrees, two had a professional associate degree and one was a graduate student of teaching English as a foreign language.

Data collection

In order to collect data, the researcher invited each participant to take part in a semi-structured interview. To encourage the interviewees to express themselves fully and freely, they were asked whether they preferred to speak in Persian or English. With the exception of two, all teachers opted to speak in Persian. After obtaining each participant's agreement for audio-recording the interview sessions, the teachers were individually interviewed. First, they were asked questions about the time they spent on reading and doing research. Depending on their responses, they were then asked to mention and elaborate on the reasons for doing so. There was also space for more flexible interaction through which teachers were able to elaborate on any matters relevant to their views and experiences of research engagement. The interview sessions lasted, on average, about one hour. Based on Berg's (2007) guidelines, the content of the interviews were then transcribed and fully content analyzed.

Results

The summaries that follow represent teachers' responses to the interview questions. Attempts are made to provide relevant quotes from teachers' responses to convey key themes and what they typically said about themselves. It should be mentioned, however, that though teachers who participated in this part of the study were heterogeneous in many respects, the obtained qualitative results cannot be generalized to the whole community of Iranian English teachers. Therefore, teachers' detailed responses to the interview questions in this study provide provisional information about the views and motivations of teachers.

Teachers' level of research engagement

During the interview sessions, teachers were first asked some questions about the extent to which they are engaged in reading or doing research. In particular, teachers were asked: (1) whether they conducted any educational research independently, and if so, what kinds; (2) whether they participated in any educational research projects as a collaborator or assistant, and if so, what was their role; (3) how frequently they read educational research materials; (4) and which published sources in the field they read.

The overall response to the questions concerning teachers' level of research engagement was that many teachers do not carry out educational research. Some teachers did mention that they had been involved in academic discussions surrounding language education, but many were particularly hesitant to declare that they had done any independent educational research. This is reflected in the following quotes, provided by two high school teachers:

> I did some desk studies during my university years. As a requirement for some courses, I researched new methods of teaching, different games that could be used in teaching vocabulary. I also have lots of discussions with my co-workers... But I don't do any research.

> When I was a student, I did some studies for courses such as Materials Development, Teaching Methodology and so on.

When prompted with questions about their research experiences, teachers most often referred to their university years and the majority of their references concerned the "term projects" that these teachers had submitted to their instructors, as parts of their course requirements. Therefore, even teachers' positive responses to questions about the level of engagement do not imply that they have kept up with research after their graduation.

Another noteworthy point in teachers' responses is that although some teachers acknowledged that they sporadically do research-like activities such as "trying out different alternatives for teaching a set of vocabulary", many were hesitant to declare that they conduct truly educational research. The following assertions made by two private institute teachers capture such hesitations.

> In addition, depending on the subject, I often do or read something. When I feel that my students have problems with my method or when a technique does not work, I search to find better ways.

> I have conducted some term projects or classroom presentations. Translating, writing summaries and outlines include most of my research activities.

These assertions imply that teachers' conception of what constitutes research is, perhaps, an important factor in reporting their level of research engagement.

When teachers were asked about their collaboration with researchers, many reported low to moderate levels. This was particularly so for teachers working in remote high schools and small private language institutes.

> I have never participated in any research plans… because I don't know anyone who does research.

> There are five English teachers in our district, and we have not done any research.

> Here at Sama [institute] we are currently engaged in Multiple-intelligence theory. I read a book on this topic last month to become familiar with the basics of the theory.

> Once I was a student I participated in a big research project. They wanted to compile a series of books for teaching kids. The series would be published abroad. I was involved in the project for

> several months, revising, editing, and giving advice… Since I graduated [from the university] I have not seen them [researchers] again.

Consistent with the widespread demand for closer collaborations between researchers and practitioners, the above quotes suggest that building a dialogical relationship between the two communities of research and practice is both necessary and constructive. Although these quotes do not clearly show how this demand can be formulated with regard to the concrete activities happening at the research-practice interface, they do emphasize that a lack of such collaborations is a significant factor in teachers' lack/low level of research engagement.

In response to questions about reading published materials, teachers' responses varied. While many teachers plainly acknowledged that they "don't study regularly" or even "don't study at all", some stated that they study "only when they need to". There were also a few teachers who reported more precise and frequent levels of research reading.

> Generally, I study about one or two hours every week. I read issues of *Roshd [FLT] Journal*…Once or twice a week I also check different websites.

> Basically, I study at least for an hour per night, but sometimes I read more for example, when I am supposed to talk about a particular point or do something.

Some of the participants who consulted research studies reported using a wide range of resources. The research materials ranged from specialized peer-reviewed journals to online forums and professional weblogs. However, many could not even name a few printed sources. For instance, one of the experienced teachers involved in this study had "never heard of *Roshd EFL Journal*" (the only ELT-related journal published by the Iranian Ministry of Education). Another teacher emphasized that he did not read academic research journals, nor did he know any of them. These assertions demonstrate that academic research journals which represent the traditional forms of scientific research are not often read by language teachers.

Teachers' motivations for research engagement

The review of the literature showed that professional development and social networking are among the most important motivations for teachers to be research engaged. For the English teachers involved in this study, as the following statements show, professional development was very often a key factor in research engagement.

> I see myself as a professional language teacher, so I wish to be aware of the recent events in my profession, even if I may not be able to apply them in my teaching. I hope and I believe that someday I will be able to use them. What I learn today might not be applicable to my teaching for different reasons.

> I just want to promote myself not to change anything... That is a matter of professionalism.

So, I have to develop my language knowledge and teaching skills. It is important for me to be updated.

Among other motivating factors identified by the teachers was the sense that some teachers were almost "predisposed to enjoy research" (Watkins, 2006). This was raised in different ways by some of the participants:

It is only my personal interest that makes me study…

No one expects me to read, yet I study online materials, and sometimes books… It gives me a good feeling…

I also enjoy when I spend time on reading research.

For many teachers, doing and reading research was interconnected to their teaching profession. A number of interviewees strongly emphasized that research is "an integral part" of teaching. Some others mentioned that studying research could facilitate their teaching job.

Studying is an integral part of teachers' job. I feel I am responsible for teaching my pupils. Basically, teaching stands on studying. If I don't study, it means that I have not done my job.

As an English teacher, I need to have a higher level of knowledge of the [English] language. If I rely on the book I am teaching, I would soon be at the same level of knowledge with my students.

Perhaps, I don't study a lot, but I see studying as part of my duty.

It eases my job, and I can teach better… When they learn better and more quickly, I feel better.

This [studying] is interesting for me, because it prevents my job from becoming routine and repetitious.

In addition, a number of teachers pointed out that they study and use research findings, because they are either encouraged by authorities or expected by colleagues to promote their professional knowledge.

In Darroud [an educational district in Neyshabur] our principal studies a lot... He has had an important role in providing a situation for teachers to study. For example, he has established a good library in our school. There is no formal evaluation, but the only thing is that there is a friendly and scientific atmosphere which encourages teachers to study and propose scientific solutions for their problems. I think the manager and his management are very important in motivating teachers to study.

Another reason … is my colleagues. For example, in our friendly discussions during classroom breaks, we often talk about issues related to teaching. If you teach in our institute you have to study. If you do not study you have to keep quiet in discussions. My colleagues promote their knowledge and I have to study too… It has also happened to me to study in order to solve my colleagues' teaching problems. If they ask me a question, I feel that I should find an answer for them, so I study.

Some teachers pointed out that their students' expectations motivated them to study. This was particularly raised by private institute teachers.

> Without studying I cannot satisfy my students. I have to employ newer techniques. My students require me to use more recent methods. I have been teaching the same group of students for three consequent years, so I have to have a wide range of methods and techniques of teaching.

> Studying is necessary… You have to customize your teaching based on students' needs. Their needs always change. From term to term they need new forms of instruction. Even their needs change from session to session.

Seeing the practical relevance of research information to the classroom setting was another motivating factor for some of the participants.

> In addition, depending on the educational problem I encounter in my classes, I sometime read something… So, I try alternative methods. When a technique does not work, I look for a different way to get better results. This often happens once a week.

> I sometimes, perhaps once a week, use different sources to find hints, materials, and questions. I have to use different resources to design tasks, exercises, and so on.

However, it was recognized by some teachers that academic research does not often provide instrumental knowledge that can immediately solve classroom problems. Rather, reading and doing research can inform and improve teachers' meta-cognitive knowledge of teaching through the provision of different interpretations and understanding of language teaching and learning (Biesta, 2007). The following statements made by the teachers seem to sum this opinion up:

> I should say that reading papers may change my assumptions, ideas, conceptions, but I use the internet for more practical issues. You can find more practical pieces of advice, teaching techniques and strategies in various websites and weblogs. So, I can say the internet is a more direct and practical source, but reading research papers may indirectly help teachers improve their teaching by changing their perspectives.

> Of course, I should say there have not been problems to be solved through reading research. But I guess I am indirectly influenced by what I study. For instance, today I study a paper about pronunciation, 5 or 6 months later I may see the effects.

The next recurrent reason that emerged from teachers' comments concerned peer pressure and teachers' social relationship with colleagues.

> I do not study specific research papers. For instance, I check my Twitter page and see Mr. xxx has commented on a point, or has posted a paper, then I start reading the comments, and the points others make.

> I generally follow people to see what is going on? Who is doing what in the field? And so on.

Although these types of motivation may not strongly encourage teachers to focus on pedagogical and professional aspects of academic studies, they can at least motivate teachers to develop professional networks with other practitioners and researchers.

Table 1
Teachers' reasons for doing or reading research

Categories of motivations for research engagement	Examples
Pedagogical motivations	Solving pedagogical problems
	Developing an overall perspective
	Facilitating instructional process
Institutional motivations	Authorities' expectations
	Colleagues' expectations
	Students' expectations
Professional motivations	Improving the quality of education
	Teachers' Professional development
	Developing communication networks
Instrumental motivations	Being aware of the recent developments
	Participating in educational meetings
	Personal desire

To sum up, the various reasons for reading and doing research cited above can be classified into four general categories. For instance, instrumental motivations such as "participating in educational meetings" and "being aware of recent developments" can be distinguished from pedagogical concerns like "facilitating the process of teaching" and "developing a meta-cognitive knowledge of teaching". Similarly, institutional motivations such as "authorities' and colleagues' expectations" can be differentiated from factors concerning teachers' professional development such as "developing social network" and "improving the quality of education". Table 1 summarizes the categories and relevant instances of teachers' motivations for research engagement.

Discussion and conclusion

Examining the research commitments of teachers as the focal point, the aim of this study was to shed light on whether, which, and under what circumstances educational research is used by teachers. Such an examination is critical to the understanding that is required for improving the research-practice gap, because it helps us examine academic research discourse from the point of view of those who have largely been excluded from it (Cochran-Smith & Lytle, 1999). Teachers' responses were treated as a platform for considering the implications of the study for a better understanding of the existing research-practice gap. Therefore, the discussions that follow reflect teachers' views and interpretations about the gap.

In the present study, the obtained results concerning teachers' engagement suggest low to moderate levels of engagement both in terms of reading and doing research. Given the absence of comparative data in the Iranian context, the researcher cannot comment on how this finding relates to research engagement in our ELT community more generally. Nevertheless, compared to the

findings reported by other researchers (e.g. Borg 2007; 2009; Gao, Barkhuizen, & Chow, 2010; Nassaji, 2012) in various countries including Turkey, Nigeria, Oman, China and Japan, this finding is not surprising and reaffirms the existence of a wide gap between research and practice in the IELT context.

The findings revealed that when teachers were asked questions about their research engagement, they most often referred to their university years and the majority of their references concerned the term projects that these teachers had submitted to their instructors, as parts of their course requirements. Therefore, teachers' positive responses to questions about the level of engagement might not suggest that they are currently engaged in/with research but, in all probability, could reflect some academic rules and regulations. That is, teachers might have studied or done research projects as part of initial teacher training or as part of higher degree courses when they were university students, but not necessarily since they were employed as a teacher. This substantiates the idea that for many teachers university graduation marks the end of their research engagement period.

Another noteworthy point in teachers' responses to questions concerning their research engagement was that although some teachers acknowledged that they sporadically do research-like activities, many were hesitant to declare that they do educational research. This hesitation reflects teachers' conception of research which seems to be mainly associated with a "standard" view of scientific inquiry (Robson, 2002, p. 19) where large volumes of data were collected, and objective experiments are conducted and rigorously analyzed.

The examination of the research sources that teachers study demonstrated that academic research journals which represent the stereotypical and traditional forms of scientific studies are not frequently used by teachers. Instead, teachers are mainly engaged with research through internet-based materials that can be easily accessed. This may have to do with the availability of web-based research materials, suggesting that perhaps having an "easy access" to research findings is a decisive factor in determining the level of teachers' research engagement.

However, responses to the interview questions revealed that teachers' tendency toward web-based research sources is not only because research findings are more easily and more immensely available in the internet but also because they are often found in a brief, non-technical, and plain language. This lends support to the commonly held belief that teachers prefer "digested" research findings, that are briefly presented in such sources as weblogs and forums, to technical and lengthy academic articles.

The results of the study concerning teachers' motivations for research engagement highlighted a number of concepts that could be examined in relation to teachers' willingness and ability to engage in doing and reading research. These concepts center around issues of *professional motivations* such as improving the quality of education and teachers' professional development; *instrumental motivations* including participating in educational meetings, and publishing manuscripts; *institutional motivations* – both initial motivations to get involved in research and also the final motivational ups and downs experienced after research projects – such as manager's expectations, educational

system's requirements, and institutional promotion; and finally *pedagogical concerns*, including finding better techniques and strategies for teaching, developing knowledge and meta-cognitive understanding, and solving educational problems. These issues are discussed below.

One of the most interesting findings was that, consistent with the literature (e.g. Campbell & Jacques, 2004; Watkins, 2006), the most important outcomes of research projects were not seen just about developing research skills, nor even about developing an increased understanding of the subject matter of the research. Although these were obviously very important for many teachers in this study, research was clearly seen as a vehicle for professional development that remains available to teachers throughout their career.

In the Iranian context, teachers' professional development programs normally consist of short term programs, often conducted by a group of "imported experts". These programs are ideally assumed to provide teachers with a chance to meet colleagues, to discuss their professional problems and to expose them to stimulating new ideas. However, informal investigations show that the knowledge offered is largely theoretical and does not meet the unique and local needs of teachers. While in a language classroom there is a rich mosaic of concerns related to learning, teaching, culture, language, society, technology, and so forth, the contents of various courses in professional development programs are devoted to a sparse array of theories that fall far removed from the contexts of the teachers. As a result, the goal of developing teachers' professional knowledge is not often fulfilled. Engagement in research, on the other hand, as an alternative form of professional development could be considered as customizable, in that teachers decide what kind of knowledge to receive, how and when. Therefore, in pre-service teacher education programs, research engagement can be promoted as an on-going opportunity for developing teachers' professional skills based upon their own individual needs.

The results of the study also showed that for some individuals the motivations for research engagement are instrumental. That is, for some teachers reading or doing research is not an end in itself, but a vehicle that can pave the way for obtaining other achievements such as publishing their manuscripts, participating in educational meetings, etc. An important point, however, is that the comments made on these points reflect the actual *unimportance* of some of these factors in our educational system. As a matter of fact, many teachers asserted that they do not receive any financial raise in their salaries for doing or otherwise engaging in research. These findings suggest that financial motivations such as a salary raise and other economic reinforcements can function as efficient tools for encouraging teachers to get involved in educational research. Such instruments, thus, can profitably be employed in making the Iranian language education an evidence-based profession.

Furthermore, teachers' comments indicated that within our educational system, organizational requirements and principals' expectations do not currently have the potential to encourage teachers to keep up with research. Given the roles that such institutional motives could play in promoting teachers' research engagement, it seems necessary that policy makers implement a set of supportive educational policies to push teachers further toward research.

Unlike institutional motives, teachers' pedagogical concerns appeared to be very influential in increasing the level of their research engagement. For example, some teachers indicated that research findings can provide them with an extra level of assurance about what works in practice. Others discussed that research helps them develop their meta-cognitive knowledge about the process of teaching. Despite a wide degree of skepticism about researchers and research findings, the findings in this study suggest that many Iranian teachers hold positive views toward research. However, this attitude is not likely to be sustained and profitably used unless working conditions in schools, and more importantly policy conditions in our educational system are altered, and unless teachers and researchers come together to learn about and do research.

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