R.T.
UFUK UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING
ENGLISH LANGUAGE EDUCATION PROGRAMME

PERCEPTIONS OF INSTRUCTORS ON STUDENTS' WRITTEN EVALUATION ON PREPARATORY CLASS ENGLISH INSTRUCTORS: A CASE STUDY AT A PRIVATE UNIVERSITY IN ANKARA

MASTER'S THESIS

ELİF ELYILDIRIM

SUPERVISOR
ASSIST. PROF. DR. NESLİHAN ÖZKAN

ANKARA
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BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kâğıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

Tezimin tamamı her yerden erişime açılabilir.

04/10/2022

ELİF ELYILDIRIM

DEDICATION

To my parents and my dear boyfriend.

ACKNOWLEDGEMENTS

Writing an MA thesis related to English Language Teaching has been my dream since I graduated from the department of American Culture and Literature. I have always wanted to understand ELT deeper as an English instructor. During this journey, I learnt lots of new things about theoretical background of my teaching and understood my students' needs better. Of course, I would have never succeeded in finishing this study without the contribution of some great people in my life.

First and foremost, I would like to express my deepest gratitude to my thesis advisor Assist. Prof. Dr. Neslihan ÖZKAN for her patience, guidance and encouragement. It became possible for me to write this thesis with her valuable lectures and sessions we had. It was a great opportunity to work with her.

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ÖZ

Elyıldırım, Elif. İngilizce Hazırlık Sınıfı Öğretim Görevlileri ile İlgili Öğrencilerin Yazılı Değerlendirmelerine İlişkin Öğretim Görevlerinin Algıları: Ankara'da Özel Bir Üniversitede Bir Durum Çalışması, Yüksek Lisans Tezi, Ankara, 2022.

Biz akademisyenler öğrencilerimizden hızla gelişen dünyaya ayak uydurmalarını isteriz. Öğrencilerin bunu gerçekleştirebilmesi için farklı becerilere sahip olmaları gerekmektedir. Yaratıcılığa, iş birliği becerisine, iletişim becerisine ve eleştirel düşünme becerisine sahip olan öğrenciler hem akademik hem de iş hayatlarında büyük başarılara imza atmaktadırlar. Türkiye'de üniversite öğrencilerinin eğitim hayatı göz önüne alındığında, öğrencilerin genellikle yazılı ve sözlü sınavlar, ödevler, projeler aracılığıyla değerlendirilen taraf olduğu açıkça görülmektedir. Ancak öğrencilerin özellikle de eleştirel düşünme becerisine sahip olmaları bekleniyorsa onlara eleştirme ve sorgulama şansı verilmelidir. Bu çalışmanın amacı, Ankara'da özel bir üniversitede çalışan hazırlık sınıfı İngilizce öğretim görevlilerinin öğrencilerinin kendileriyle ilgili yaptıkları yazılı değerlendirmeleri nasıl algıladıklarını, bu değerlendirmeler sonucunda nasıl hissettiklerini ve öğretim görevlilerinin performansının bu değerlendirmelerden nasıl etkilendiğini bulmaktır. Ayrıca öğretim görevlileriyle ilgili öğrenciler tarafından yapılan yazılı değerlendirmelerden yola çıkarak öğrencilerin öğrenme inanışlarıyla ilgili öğretmen algısını incelemektedir. Bu çalışma, nitel bir araştırma olup veri toplama aracı olarak 6 adet açık uçlu soru kullanılmıştır. Röportaj soruları, Ankara'da özel bir üniversitede çalışan 16 adet hazırlık okulu İngilizce öğretim görevlisine eposta yoluyla ulaştırılmıştır ve cevaplar sesli mesaj yoluyla araştırmacıya iletilmiştir. Verilerin analizinde Frekans Analizi ve İçerik Analizi uygulanmıştır. Araştırmanın sonuçlarına göre, öğretim görevlilerinin çoğu yazılı değerlendirme sürecinden olumlu etkilenmiştir. Yazılı değerlendirmede yer alan eleştiriler karşısında bazı öğretim görevlileri bazen gergin, endişeli hissetse de kendilerini mesleki anlamda daha çok geliştirmek ve öğrencileriyle daha iyi bir ilişki kurmak için her dönem sonunda öğrenciler tarafından yapılan yazılı değerlendirmeler gereklidir.

Anahtar Sözcükler: Eleştirel Düşünme Becerisi, Yazılı Değerlendirme, Öğrencilerin Öğretmen Performansı Değerlendirmeleri.

ABSTRACT

Elyıldırım, Elif. Perceptions of Instructors on Students' Written Evaluation on Preparatory Class English Instructors: A Case Study at a Private University in Ankara.

We, academics ask our students to keep up with the rapidly developing world. In order to achieve this, students need to have different skills. Students who have creativity, cooperation, communication and critical thinking skills achieve great success in both academic and business life. Considering the educational life of university students in Turkey, it is clearly seen that students are generally evaluated through written and oral exams, assignments and projects. However, if students are expected to have critical thinking skills, they should be given the chance to criticize and question. The aim of this study is to find out how the English language instructors working at a private university in Ankara perceive the written evaluations of their students about themselves, how they feel because of these evaluations, and how the performance of the instructors is affected by these evaluations. In addition, it examines teachers' perceptions of students' learning beliefs based on written evaluations made by students about instructors. This study is a qualitative research and six open-ended questions were used as data collection tool. Interview questions were sent via email to sixteen preparatory school English instructors working at a private university in Ankara, and the answers were sent to the researcher via voicemail. In the analysis of the data, Frequency Analysis and Content Analysis were applied. According to the results of the research, most of the lecturers were positively affected by the written evaluation process. Although some lecturers sometimes feel nervous and anxious in the face of the criticisms in the written evaluation, written evaluations made by the students at the end of each term are necessary for instructors in order to develop themselves more professionally and to establish a better relationship with their students.

Keywords: Critical Thinking Skills, Written Evaluation, Student's Evaluation on Teachers' Performance.

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INTRODUCTION

Accordingly, in the first chapter, the background of the study is explained. Then the statement of the problem, the purpose of the study, the significance of the study, research questions and definitions of the terms are presented in order.

Background of the Study

For quite a lengthy period of time, English was recognized as the native language of the local people who live solely in Britain and its domain of influence. However today, it is predominantly used as a native language in several countries and has an undeniable influence over many areas in the world. As Crystal (2003) states "Because of the three-pronged development – of first-language, second-language, and foreign-language speakers – it is inevitable that a global language will eventually come to be used by more people than any other language. English has already reached this stage" (p. 6). For this reason, people have always struggled to be competent in English due to their very own motives, i.e. communication, career, better standards of life, economic conditions, etc. Accordingly, this need leads to the necessity for a high-quality education of English.

"Emerging as the chief foreign language to be encountered in schools, often displacing another language in the process," English is extensively taught as a foreign language in a considerable amount of countries worldwide (Crystal, 2003, p. 5). Hence, the efficiency of teaching the language has always been a hot debate among educators and in order to fulfil the requirements of a high-quality education, specialists have strived to produce sufficient solutions in this field. Aimah and Purwanto (2019) explain this as "The quality of teaching is also influenced by the existence of good teachers in managing and handling the teaching and learning process in a classroom so that it creates effective teaching" (p. 158).

Considering properly qualified teachers and well-prepared learners, it is of great importance to take some terms into account, such as testing, assessment, measurement and evaluation. While these are interlinked and cannot be replaced or differentiated from each other, they serve different aspects of teaching and learning process (Bachman and Palmer, 2010). There have been quite many clarifications made by different specialists and researchers, and hence taking a glance at their definitions could be enlightening at this point.

According to Clapham (2000), “The term ‘assessment’ is used both as a general umbrella term to cover all methods of testing and assessment, and as a term to distinguish ‘alternative assessment’ from ‘testing’” (p. 150). Even though there has been an alteration in the meaning and use of these two terms by language testers due to the advancements in methodology and testing through the past years, ‘testing,’ in a broad sense, is accepted as a term which refers to formal and standardized examinations of competency and proficiency of learners, and ‘assessment’ is recognized as a wider term which constitutes of informal methods (Clapham, 2000). For Brindley (2001), “The term assessment refers to a variety of ways of collecting information on a learner's language ability or achievement” (p. 137). He also differentiates testing and assessment as “the latter is an umbrella term encompassing measurement instruments administered on a 'one-off basis such as tests, as well as qualitative methods of monitoring and recording student learning such as observation, simulations or project work” (p. 137).

The two other terms which may cause confusion are ‘measurement’ and ‘evaluation’. “Measurement is the process of quantifying the characteristics of persons according to explicit procedures and rules.” (Bachman, 1990; cited in Büyükahıska, 2019, p. 40). Based on the definition, it would be appropriate to state that for measurement, the necessary requirements to clarify learners’ personalities (for learning a target language) are in line with specific strategies which are put into actions within a definite framework clarified by the institutions and their needs. Evaluation, however, is defined as “a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards” in its basic meaning (https://en.wikipedia.org/wiki/ Evaluation). According to Büyükahıska (2019, p. 40), “Evaluation is a kind of systematic collection of outputs with the aim of making judgements by the interpretation of the measurement results.” In other words, “Evaluation is a process of judging or determining one’s ability or performance in a systematic way” (Srinivas Rao, 2018, p. 338). It can clearly be interpreted that evaluation is a more informal way of gauging and describing the efficiency and sufficiency of a program, a learner or an instructor in education in contrast to measurement, which places emphasis on “some score or numerical value and quantitative descriptions of the pupils” (Gronlund and Linn, 1990; cited in Kumar, et al., 2016, p. 4).

Furthermore, “Assessment is also distinguished from evaluation which is concerned with the overall language programme and not just with what individual students have learnt”

(Brindley, 2001, p. 137); however, “Evaluation and assessment are the two sides of the same coin that play a significant role in judging a person’s ability or performance and improving their knowledge or skills for better performance” (Srinivas Rao, 2018, p. 337). White (1988; cited in Büyükahıska, 2019) here opines that “evaluation focuses on issues, not on individuals” (p. 40).

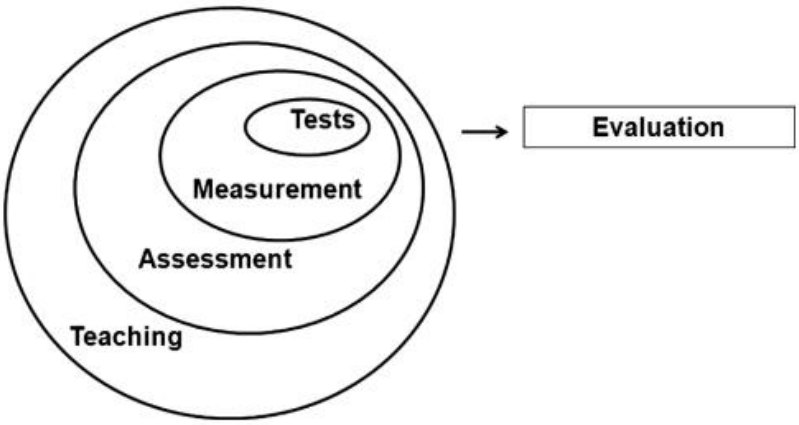


Figure 1. Relationship between test, measurement, assessment, teaching and evaluation (Brown and Abeywickrama, 2010; cited in Torres, 2019, p. 6)

As it is depicted in the Figure 1 above, the differences between these four concepts are given and the role of teaching besides these is illustrated. The figure proves that test is a type of measurement tools and assessment, which is a more comprehensive concept, includes them both. While test is utilized to measure learners’ achievement on a particular purpose, “measurement is the quantitative assessment of performance of the students in a given test” (Kumar, et al., 2016, p. 5). Consisting of both tests and measurement, assessment, on the other hand, depends more on learners’ responses, comments and shares as it serves as a constant process in learning (Brown and Abeywickrama, 2010). Apart from the first three, evaluation “takes place with the help of tests and measurements” (Kumar, et al., 2016, p. 7).

Statement of the Problem

The subject of this thesis is to study the perceptions of instructors on students’ written evaluation on preparatory class instructors at a private university in Ankara. Literature shows that student evaluations are highly effective in shaping student perceptions, learner beliefs and the extent that they really learn. Hence, teacher evaluations constitute a great assist in forming students’ performance. Meanwhile, the way the students have evaluated their teachers also either directly or indirectly affects teachers’ performance in class.

Literature also indicates that learner beliefs are especially efficient in students' language learning performance. Thus, investigating perceptions of instructors on students' written evaluation on preparatory class instructors is expected to contribute to the literature at an extensive level. As a part of the study, sixteen preparatory class English instructors at a private university in Ankara were interviewed.

Purpose of the Study

It is shown in the literature that learner beliefs and perceptions are directly linked to the performance and learning level of the students. Similarly, the way they are evaluated by their students also affects the performance of the teachers. At this point, as the purpose of this study might be summarized under two main headings:

1. To investigate the way that preparatory class instructors perceive the written evaluations of their students and the way their performance is being affected from these evaluations.

2. To investigate the perceptions of preparatory class instructors on how the performance of their students and their learner beliefs are being affected from the written evaluations that they made regarding their teachers.

The aim of this study is to examine the performance management and evaluation of teacher performance in educational organizations. It also focuses on the prevalence of teacher performance assessment practices in preparatory education institutions, whether the planning and implementation stages are carried out in accordance with the principles in the literature, the use of results, individual and organizational benefits. It is possible to examine whether the effectiveness of evaluation and feedback, structuring and implementation of evaluation systems are fair and transparent as the research is prepared to obtain information about the formation and implementation of evaluation systems.

Research Questions

In consideration of the primary focus research question "how do the preparatory class English instructors perceive their students' written evaluation on them?" that led this inquiry, some sub questions were developed:

1. Do students' criticisms affect the performance of instructors?

2. Do preparatory class instructors democratically and frankly accept student intrusion between them and their professional formation?

3. Are instructors positively affected in any sense to alter their formation in line with what is offered to them as suggestions?

4. What are the instructors' attitudes towards student written evaluations in terms of their gender, education level, work experience and age?

Significance of the Study

Several researches have been carried out in this respect, and some of them are found to be quite similar to this current study. To begin with, one study titled "Teachers' Perceptions of the Evaluation Process" was implemented by Looft (2002) with the purpose of "exploring teachers' experiences with the implementation of new personnel evaluation processes and procedures in one county in Georgia." The researcher conducted interviews, scrutinized the documents and linked her interpretation of the results with both students' learning and teachers' professional growth. As a result, she found that the requirements and documentation process of evaluation caused stress on teachers, they also experienced not only pressure, but satisfaction since they could accomplish their goals, focus group meetings led to collaboration with other teachers and this resulted in positive feedback from them and teachers gained trust in the overall procedure of evaluation in the end.

Moreover, Luk, et al. (2014) did a research in Hong Kong with the aim of delving into "Teachers' Perception Towards Student Evaluation of Teaching." In this study, they collected and analysed quantitative and qualitative data from sixty two science faculty members in a research-intensive university in eastern Asia. The analysis reports proved that teachers had various perspectives of being evaluated by their students with regard to the difficulty of subjects, the interests of students and the motivation of teachers. Their

findings “suggest correlational relationships between teachers’ perception of SET and factors which contribute to student ratings.”

The objective of a third study, conducted by Debroy, et al. (2019), was to find out “Teachers’ perceptions on student evaluation of teaching as a tool for faculty development.” It was an educational study which was implemented on students in pathology of a fourth semester chosen by random selection. They were asked to rate their teachers on a scale of 1-5 and their teachers’ impression on this was gathered through a questionnaire consisting of fifteen questions. In results, they concluded that “Teachers, in their feedback, fully agreed that students should be involved in the evaluation of teachers and that student feedback ensures the overall faculty development in the institute and can be used as a tool for quality assurance in medical education.”

As it seems above, these studies indicate that learner beliefs are highly effective in the way that new knowledge has been perceived and adapted and student evaluations, especially their written evaluations are among the most direct and concrete contexts that these learner beliefs are being reflected. Thus, it turns out to be extremely important to investigate written evaluations of students.

However, the majority of the studies in the literature have not directly investigated the link between students’ written comments on their teachers and the effect of these comments on teacher from teachers’ perspective. Specifically, in Turkey, there seems to be a lack in investigating this. The present study aims to fulfil this gap. Additionally, it will be one of the first studies which collects data from teachers by open-ended questions, using interviewing technique.

Assumptions of the Study

In this study, instructors are assumed to be familiar with the process of being evaluated by their students and taking the feedback collected from their students into consideration for their own and students’ performance in both teaching and learning.

Scope and Limitations of the Study

Scope: Faculty evaluation is one of the most common evaluation activities routinely performed in higher education institutions. Its main purpose is twofold: to motivate instructional development and to help make decisions about the terms and progress of

individual faculty members. Despite the development of various procedures for faculty evaluation, the focus of assessment is instruction. The intensive use of student scores to evaluate teaching in higher education has led to extensive research both with its psychometric qualities (reliability and validity) and potential bias factors (Obenchain, Abernathy and Wiest, 2005; Renaud and Murray, 2005; Watchel, 1998). The studies mainly focused on questionnaires consisting of a series of Likert-type items addressing different aspects of education.

Although this type of close-ended questionnaire is most common, there are two types of course evaluation questionnaires: (1) questionnaires that students write freely in response to open-ended questions, and (2) questionnaires containing a combination of both closed and open-ended items (Sheehan and DuPrey, 1999). Both types contain data in the form of written comments.

In the scope of the present thesis, written evaluations of the students will be evaluated. Here, one of the major aspects of the thesis is that the interview will be applied to sixteen preparatory class English instructors, meaning that all the evaluations will be made from the perspective of the teachers.

Limitations: As this study was conducted online due to the difficulties created in the course of COVID19 pandemic, some technical problems related to internet connection and postponements occurred. Besides, instructors were required to send the answers to the questions addressed by the researcher via voice recordings; however, it is possible that they might have felt uncomfortable replying the questions in English since they might not be competent users of the target language, and they might have had problems recording their voice as they may not use computer efficiently. Therefore, these might have posed a drawback to the results.

Definitions of Terms

Test: An examination (exam or evaluation) or test is an educational assessment intended to measure a test-taker's knowledge, skill, aptitude, physical fitness, or classification in many other topics. (Retrieved from https://en.wikipedia.org/wiki/ Exam)

Measurement: Measurement refers to the use of educational assessments and the analysis of data such as scores obtained from educational assessments to infer the abilities and

proficiencies of students. (Retrieved from https://en.wikipedia.org/wiki/ Educational_ measurement)

Assessment: Assessment is the systematic process of documenting and using empirical data on the knowledge, skill, attitudes, aptitude and beliefs to refine programs and improve student learning. (Retrieved from https://en.wikipedia.org/wiki/Educational _assessment)

Evaluation: Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards. It can assist an organization, program, design, project or any other intervention or initiative to assess any aim, realisable concept/proposal, or any alternative, to help in decision-making; or to ascertain the degree of achievement or value in regard to the aim and objectives and results of any such action that has been completed. (Retrieved from https://en.wikipedia. org/wiki/Evaluation)

Constructivism: Constructivism is a theory in education which posits that individuals or learners do not acquire knowledge and understanding by passively perceiving it within a direct process of knowledge transmission, rather they construct new understandings and knowledge through experience and social discourse, integrating new information with what they already know (prior knowledge). (Retrieved from https://en.wikipedia.org/wiki/Constructivism_(philosophy _of_education))

Frequency Analysis: Frequency analysis (also known as counting letters) is the study of the frequency of letters or groups of letters in a ciphertext. It is based on the fact that, in any given stretch of written language, certain letters and combinations of letters occur with varying frequencies. Moreover, there is a characteristic distribution of letters that is roughly the same for almost all samples of that language. (Retrieved from https://en. wikipedia.org/wiki/Frequency_analysis)

Content Analysis: Content Analysis is the study of documents and communication artifacts, which might be texts of various formats, pictures, audio or video. (Retrieved from https://en.wikipedia.org/wiki/Content_analysis)

CHAPTER I

REVIEW OF LITERATURE

This part presents a general overview of "evaluation" and its components. The process, functions, types and forms of evaluation are descriptively explained, and its advantages based on motivation, critical thinking skills and self-improvement it provides are given. Afterwards, the role of written evaluation in ELT is shed light on. For this, the purpose and importance of written evaluation are expounded respectively, and how teachers and students evaluate each other is clarified. Through the end of the chapter, some studies related to this research carried out abroad and in Turkey are tendered to provide a deeper understanding of the subject.

1.1. Evaluation

As an undeniable part in everyday life, evaluation happens naturally since people tend to assess things or their actions often subconsciously in almost every step they take. Judgements can be made about everything around consciously or intuitively, and formally or in an informal way. Therefore, evaluation in education and daily life differ from each other as the latter does not necessarily take place in a systematic way. Furthermore, in such a context, evaluation is considered as rather more subjective than objective since evaluator keeps his or her ideas depending on his or her own personal values. For Rea-Dickins and Germaine (1993, p. 3), "Evaluation is not restricted to the context of education; it is a part of our everyday lives" since "this is not the only context in which we make judgements about whether something is good or bad, acceptable or unacceptable, or whether something could be improved."

Evaluation is regarded as a natural activity done during daily existence of humans. Listening to someone pondering over current affairs or flicking through an article on any kind of topic, people are inclined to make comments on what they hear, read, or see. In this sense, the principles or system of evaluation is not taken into consideration; instead, standards are not paid regard to at all. Rea-Dickins and Germaine (1993) point out that "The criteria we use in making judgements may sometimes be vague and ill-defined" (p. 4)

In terms of education, on the other hand, so as to evaluate teachers, learners or the programme, “it becomes important to make explicit the criteria used in our judgements, and to be principled in our evaluations” (Rea-Dickins and Germaine, 1993, p. 4). While the decisions made in an individual’s life because of an evaluation may not lead to major changes, it is not the same in the educational context. The outcomes of an evaluation play a crucial role in making regulations in the teaching and learning process.

1.1.1. Process of Evaluation

As Rea-Dickins and Gemaine (1993) stress, “Evaluation is an intrinsic part of teaching and learning” (p. 3). Hence, it comes no surprise that this must be conducted systematically within a strictly bordered framework. As a matter of course, there may be observed some shifts in the direction of evaluation process; however, the boundaries of the procedure must be determined at the beginning of it. At this point, Matějková (2008, p. 3) describes the process of evaluation in a broad sense as follows:

> “First, there is always a need, wish or an idea. After these, the aim is formulated, sometimes very accurately, sometimes not. In the major number of activities, human being has always an idea of an aim which means he/she knows what he/she wants to achieve. The other step is realizing the conditions under which the activity will be carried out. The important phase is planning how to reach the aim and finding out the most effective way. Finally, the activity is being carried out and the result is being analyzed. The main part of this analysis is evaluation. That means that the result is being compared to the intended aim.”

However, derived from the verb *evaluate*, evaluation in education is defined as a process of collecting, analysing, and interpreting information about teaching and learning in order to make informed decisions that enhance student achievement and the success of educational programmes (Rea-Dickins and Germaine 1993; Genesee and Upshur 1996; O'Malley and Valdez-Pierce 1996; cited in Genesee, 2010). In this regard, these four merits of evaluation can be depicted in the following figure.

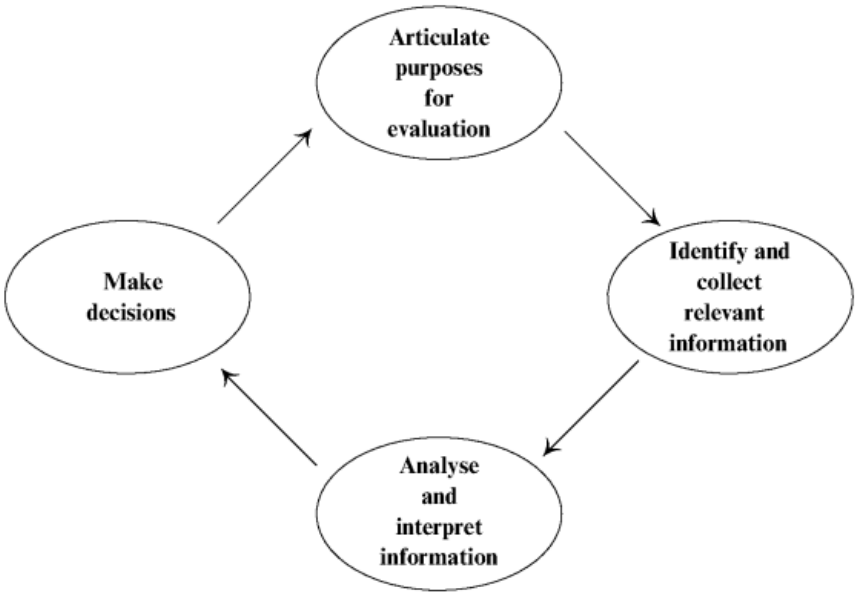


Figure 2. Four basic components of evaluation (Genesee, 2010, p. 145)

In terms of education, the figure above defines the steps, or in other words pillars, of evaluation process. According to this, the first step depicts the need for evaluation. Determining the objectives, necessary and sufficient information compatible with the purpose is identified and collected. Analysing and making inferences from the information gathered constitute the third step, and finally, taking all the process into consideration, it is inevitable to make decisions on whether to modify what is currently used or not (Genesee, 2010). Take a language programme at a school for example. If some problems are observed in the programme and making shifts in it is required, the first thing to start with is to specify the needs of it, i.e., why alterations in the programme are necessary. Then, pertinent information is defined through tests, surveys or interviews, and the information is clarified accordingly, for instance, the results are interpreted. At the end of this procedure, what needs to be done is determined, i.e., what should be done to improve the current aspects of the programme.

1.1.2. Purposes of Evaluation

"Genesee (2001; cited in Büyükahıska, 2019) states that the purposes of evaluation are to decide whether teaching and learning are suitable to the programme; to make decisions about learners' status in a programme and to guide for teaching" (p. 40). With the main purpose of ensuring a successful learning environment, evaluation proposes three principal reasons: accountability, curriculum development and self-development (Rea-Dickins and Germaine, 1993).

Accountability places the focus on the value of something, in other words, it deals with the efficiency and effectiveness, and estimates the worth of decisions. Instead of working out the success which curriculum or learning may bring, it determines whether something is to continue or discontinue (Rea-Dickins and Germaine, 1993). In addition to accountability, evaluation poses a purpose of curriculum development. For this, it is necessary to collect information over a period in which the curriculum is followed. That is because, determining the strengths and weaknesses of a programme may take some time in order to observe various aspects of it (Rea-Dickins and Germaine, 1993).

Last but not least, self-development is targeted in evaluation since it is a process in which not only learners, but also instructors are provided with feedback in order to develop their competencies and personal qualities. With the help of evaluation, both learners and teachers are given priceless analysis on their way of work, taught to eliminate drawbacks, and encouraged to raise consciousness about their practices, to enhance their success and to build self-confidence (Rea-Dickins and Germaine, 1993; Malcová, 2006).

1.1.3. Functions of Evaluation in Education

Since evaluation focuses on the overall programme, not just individuals, for a language programme to be effective, a teacher to be efficient, and a student to be successful, functions of evaluation must be specified and differentiated. Matějková (2008) divides functions of evaluation in three categories: informative, formative and summative, whereas for Richards (2001), the classification of evaluation functions is given in three dimensions: formative, illuminative and summative. Having made a thorough analysis, the researcher found several similarities between the titles "informative" and "illuminative" and therefore decided to use the newer one.

1.1.3.1. Informative Functions

Evaluation is expected to supply information for both learners and teachers as it is to serve as an assistance in improving the quality of education. For this reason, it is required to check "whether the educational aims have been reached" (Matějková, 2008, p. 10) and the quality of teaching and learning have been accomplished. At this point, informative evaluation is addressed to find a relevant answer, hence to determine implementations to the programme in different aspects. The informative function of evaluation indicates that the evaluation itself should present information about pupils'

results of their achievement. This can be for learners, their parents, teachers, and even for institutions.

1.1.3.2. Formative Functions

Formative evaluation is employed so as to provide feedback for the teachers and learners on the things to be done about the way they teach or learn and to support them with further effective techniques to be utilized in their methods since "The main objective of formative evaluation is to give constant feedback to both teachers and students" (Srinivas Rao, 2018, p. 339). By its nature, formative evaluation makes it possible to apply on-the-spot changes. It is equally crucial for both teachers and students to probe into their progress throughout education. For this reason, teachers are required to modify their instructional objectives set at the beginning, and methods and techniques determined to use. Meanwhile, it is students' responsibility to scrutinize their learning strategies and improve themselves with the help of formative evaluation. Formative function, in this sense, signifies that "evaluation does not only work with what was done but also influences and forms the future performance of pupils and the development of pupils' personality and also the future planning and teaching of teachers" (Matějková, 2008, p. 10).

1.1.3.3. Summative Functions

Summative evaluation, on the other hand, is conducted at the end of the education process, and as its name implies, it sums up how the pupils have worked during the evaluated period. "Therefore, summative evaluation has no direct impact on learning" (Matějková, 2008, p. 14). Instead, it is "the final goal of an educational activity" (Tunç, 2010, p. 20). As it is often mentioned in the literature, summative function contradicts formative function because in contrast to formative one, summative function aims at finding out whether the things done and achieved are evident. According to Matějková (2008), "To measure what was done in the process of teaching and learning and provide useful information for future teaching or learning, the evaluator has to go through what was done and thus summarize it before drawing any conclusion" (p. 11). "There is an overlap between this function and the two functions stated above because the teachers can summarize either to inform (informative function) or improve their teaching (formative function)" (Matějková, 2008, p. 11).

1.2.Teacher Evaluation

Professional growth and personal development of employees are seen as the two pillars of success in workplaces. In order for these to be accomplished, several organizations look for various ways to assess the performance of their employees in different systems with the help of definite and ascertained procedures. This is the scenario which is also observed in educational institutions where students and teachers are evaluated separately with the aim of achieving the ultimate success in education and bettering the path of it (Srinivas Rao, 2018). Since "Without an effective evaluation, it is not possible to know what students learn, how teaching is effective and teachers address the student needs," it is undoubtedly supported that "the quality of evaluation and assessment, in the educational process, has a profound and well-established link to student performance" (Srinivas Rao, 2018, p. 345).

Among these, "Teacher evaluation plays a dominant role in improving the teaching skills of a teacher" (Srinivas Rao, 2018, p. 338). As teachers are provided with suggestions and recommendations on their teaching at the end of evaluation process, it becomes highly possible for them to adopt new techniques or make slight changes in their current practises in the classroom. Srinivas Rao (2018) suggests that "Teachers can use this evaluation as a standard parameter for their professional development and individual growth. This evaluation process should be continuous in teaching-learning process" (p. 338).

The more experienced the teachers get, the more the institutions should do for them. According to Richards (2001), "the institution needs to create an environment in which teachers can further develop their teaching skills and subject-matter knowledge, deepen their understanding of teaching and themselves as teachers, and have the opportunity for further professional development" (p. 212). Only in this way, it could be probable to advance in education. As Aimah and Purwanto (2019) state "The evaluation of the teachers' performance is essential to know the strengths of the teachers and the aspects of their practice which could be further developed" (p. 160).

Goe, et al. (2008, p. 4) explain the approaches to evaluating teacher effectiveness in three distinct but relevant aspects, which are 'inputs,' 'processes' and 'outputs.' "*Inputs* are what a teacher brings to his or her position, generally measured as teacher background, beliefs, expectations, experience, pedagogical and content knowledge, certification and

licensure, and educational attainment." *Processes*, however, is related to teacher-student interaction in a classroom. "It also may include a teacher's professional activities within the larger school and community, but for the purposes of this research synthesis, classroom processes are the focus." And "*outputs* represent the results of classroom processes, such as impact on student achievement, graduation rates, student behaviour, engagement, attitudes, and social-emotional well-being."

1.2.1. Types of Teacher Evaluation

There are two kinds of teacher evaluation which are found effective: summative and formative. If the institutions aim at reaching the best result in their programs, it is required to determine the procedure to be followed and the tools to be utilized. As each type is separate in their uses, they serve for a different purpose. More importantly, in a successful educational environment, these two evaluation types are not supposed to overlap with each other. And that is where teacher growth comes in (Sayavedra, 2014).

1.2.1.1. Formative Evaluation

"The goal in formative evaluation is improving instructional practices and continuing growth as a professional" (Sayavedra, 2014, p. 1). In other words, through formative evaluation, teachers receive continuous information about their practice in classrooms and that feedback leads to a great source which helps them improve. As a result, teachers can make rational decisions regarding the professional development (Cleaver, et al., 2018). Srinivas Rao (2018) describes the characteristics of formative evaluation as follows:

- It reinforces students' learning skills.
- It is done from time to time during the instruction of the course.
- It gives immediate results to the students.
- It helps teachers to modify their teaching strategies instantaneously.
- It determines the problems and difficulties faced by the weak or slow learners in understanding the subject.

- It encourages the students to learn more as they get their progress periodically.
- It is just a teacher-made test because it is done under teacher's observation only.
- It observes the role of evaluation as a process.

1.2.1.2. Summative Evaluation

The other evaluation process is called summative evaluation which is implemented at the end of the educational year or an instruction with the intent of finding out how much of previous and settled objectives has been accomplished during that period. This is usually done through formal tests and assessments which disclose the achievement of the learners. Therefore, summative evaluation simply proves the direct relationship between the success of students and teachers' performance since it provides precise evaluation of a teacher's performance taking how well learners can do into consideration (Marzano, 2012). "It shows the performance of the learners and it assists to review the relevance of instructional objectives of the teachers" (Srinivas Rao, 2018, p. 340). Such a system does not allow teachers to be involved in the process and uses the results for accountability decisions (Cleaver, et al., 2018).

Indicating that "the underlying objective of this summative assessment is just to allot grades to the pupils," Srinivas Rao (2018, p. 340) puts forward the characteristics of summative evaluation as follows:

- It is useful in judging the students' achievement.
- The results come at the end of the course or programme.
- It strengthens the students' learning and emphasizes the learning of the whole, not a part.
- The results given after summative evaluation are useful for the purposes of grading and placement.
- It may affect sometimes the learners in a negative way, and it ignores the problems encountered by the learners.

- It observes evaluation ‘as a product’ as the main purpose of this evaluation is only to find out the levels of achievement.

“Summative evaluation measures and rates teachers. It is used for determining promotion, tenure, merit raises, awards, and dismissal. Formative evaluation focuses on teacher development and improvement” (Marzano, 2012; cited in Sayavedra, 2014, p. 1). Hence “Formative evaluation is given in the form of tests at regular intervals during the course time; whereas summative evaluation is given in the form of tests at the end of a course” (Srinivas Rao, 2018, p. 340).

1.2.2. Advantages of Teacher Evaluation

Since it creates an opportunity for both the teachers and learners to find a path so as to improve their skills, practices and competence, evaluation is counted as of capital importance in the process of teaching and learning. “It provides valuable feedback on the design and implementation of the programme and also provides an opportunity for the learners to assess themselves from time to time” (Srinivas Rao, 2018, p. 338). On this account, “evaluation is equally important for teachers and learners to analyse themselves and move forward to focus on the language teaching and learning efficaciously” (Srinivas Rao, 2018, p. 342). Through evaluation, not only ELT teachers, but also students achieve better results and seize a chance to advance in their teaching and learning processes.

1.2.2.1. For Teachers

Making no progress in their education style does not help teachers to become qualified and proficient in their jobs, and moreover, these do not happen out of the blue (Atkins, 1996; Üstünoğlu and Can, 2012). Hence, it is effective for teachers “to examine themselves and update their knowledge and teaching techniques” utilizing well-designed and well-organized teacher evaluations. “This evaluation results in improving the standards of the teachers and suggests orientation and training programmes for them to enhance their teaching skills” (Srinivas Rao, 2018, p. 338).

Well-conceived evaluation procedure has a direct effect on teachers’ performance and assessment in three ways. Srinivas Rao (2018, p. 338) explains these ways as:

“Firstly, evaluation encourages teachers to be more self-reflective. Secondly, teachers gain information through feedback based on evaluation programme. Thirdly, the evaluation process creates more opportunities for conversations with other teachers and administrators about the effective practice. In short, a well-designed teacher-evaluation programme has a direct and lasting effect on individual teacher evaluation.”

Furthermore, if proposed item by item, these show how evaluation is advantageous for teachers in their professional growth and quality teaching (Srinivas Rao, 2018, pp. 340-341):

- Evaluation enables teachers to identify their strengths and weaknesses.
- Teachers can use evaluation for their career development by identifying their responsibilities.
- Evaluation helps them improve their teaching techniques and develop their knowledge.
- It motivates the teachers to overcome the conflicts with their colleagues.
- Teachers can frame and reframe relevant and realistic objectives of instruction.
- It helps them carry out special instructional programmes.
- It motivates them to develop various approaches, techniques and methods of teaching.
- It helps them improve the existing curriculum that is suitable for the present education system.
- It motivates them to maintain and promote the social and personal prestige.
- Through evaluation, teachers implement appropriate and adequate learning strategies to enhance the learners’ learning skills.
- Teachers diagnose the weaknesses of the students and explore the suitable techniques required to strengthen their standards.

- Teachers can adopt better educational policy and make decisions cleverly through constant evaluation.
- Evaluation gives a feedback and reinforcement to the teachers, students and the teaching-learning process.

1.2.2.2. For Learners

Evaluation brings considerable benefits to the students in their learning and improving their competency, skills and proficiency since implementing it is appropriate for learners, too. As teachers evaluate and assess their performance in their classroom practices and improve their teaching and qualifications, this becomes both helpful and useful for learners to take advantage. At this point, "it is important to understand what effective teachers do that influence student outcomes" (Cleaver, et al., 2018, p. 1). It should also be remembered that it is equally important "to provide teachers with information and feedback they can use to become better practitioners" (Cleaver, et al., 2018, p. 1).

The following items present the advantages of evaluation for the learners (Srinivas Rao, 2018, p. 342):

- Evaluation encourages teachers to prepare the curriculum according to the needs of the learners.
- It helps the students in ranking their capabilities in relation to the complete group.
- It encourages active learning in a learner-centred approach.
- It provides an opportunity for students to disclose what they have learnt.
- It helps students in attaining the aims and objectives of the programme or course.
- It enables students to participate actively in assessing their own achievements.
- It improves the quality of instruction that results in enhancing students' learning.

- It accelerates their planning of how they study and learn the language skills in a systematic way.
- It enhances students' comprehension, acquisition and retention of new skills and concepts in their learning process.
- It encourages the students to identify reasonable and worthwhile activities and discuss plans to accomplish their tasks.
- It assesses students' achievement with reference to teaching plans that actually take place in the classrooms.
- It encourages students to compete with other students and promotes them in peer reviews.
- It gives regular insights into students' learning.
- It solicits students' opinion during the semester/term.
- It gives an opportunity for the students to give their opinions on the courses taught.
- It provides results indicating the progress of the students.
- It helps teachers to make changes in their courses or methodologies based on the feedback given by students and implement alternative teaching strategies to make better understanding of the course.
- It promotes the quality of students' learning to focus on the language skills to learn them effectively.

1.2.3. Evaluation Procedures

"Many people perceive evaluation as quality control in teaching and a means to weed out incompetent teachers;" however, "the real purpose of evaluation is to improve instruction received by the students" (Atkins, 1996, p 1). Additionally, Srinivas Rao (2018) explains the purpose of teacher evaluation as "to perfect the quality of teaching in conformity with the mission and objectives of the institution so that it is clearly visible in the quality of students' performance and institution" (Srinivas Rao, 2018, p. 341). In

accordance with this objective, teacher evaluation is acknowledged a very beneficial tool to assess the effectiveness of teaching and to propound ways to enhance it.

According to Sayavedra (2014) “Before any evaluation procedures take place, teachers must be informed of and endorse the standards that describe effective language teachers and teaching, and be familiar with the instruments used for the evaluations” (p. 2). For this reason, reviewing how the procedures of evaluation are implemented in ELT classes would be a good idea at this point.

Self-Assessment

The first way to assess teachers is “self-assessment” which is required to be “systematic, not haphazard” (Sayavedra, 2014, p. 2). For this, teachers have the opportunity “to reflect on their own teaching, to self-assess and discuss their findings with peers, mentors, supervisors or teaching consultants without fear of these being misused in high-stakes decision-making” (Sayavedra, 2014, p. 2). This method introduces an essential aspect of formative assessment and is a great help to promote teachers’ development.

In order for teachers to self-assess themselves, the first thing to do is to determine the elements they would like to observe in their teaching. “They should then monitor those elements, set specific goals to change behavior, identify steps to meet their goals, and collect evidence to assess progress” (Sayavedra, 2014, p. 3). Even though self-assessment is a time-taking process in reflecting, recording and discussing, it is crucial in analysing what was learned and what real changes should be made into teaching. At the end of this process, “teachers may identify one or two specific performance criteria they feel they might improve” (Sayavedra, 2014, p. 3).

Peer Mentoring

Throughout history of education, “peer learning” has always been seen as the most effective way of learning. The scenario is more or less the same among teachers in ELT classes. “One way to determine incompetence is through the use of teacher evaluations” (Atkins, 1996, p. 1) and that is why, teachers get the best feedback from their peers since they are mostly open to be evaluated by their colleagues and can get a chance to look at the issue from another perspective.

Peer mentoring may be considered as a drawback for many teachers especially the ones who do not see themselves proficient in their work life, yet according to the researches in this field, “Feedback from teachers who have participated in peer mentoring is often quite positive” (Sayavedra, 2014, p. 3).

> “Peer mentoring is not about evaluating, judging or rating. Having teachers rate one another can undermine trust and collegiality. Peer mentoring is about helping one another. This can be done by focusing on one or two aspects of a teacher’s instructional plans, lesson delivery, or classroom environment, discussing what it looks like, and how it might look different” (Sayavedra, 2014, p. 3).

It is probable to utilize self-reflections, in other words self-assessment, to help focus peer mentoring. In this way, teachers may detect some aspects they would like a peer to scrutinize during their class observation.

Mentor Coaching

As its name suggests, in this form of evaluation type, a mentor, i.e. a supervisor, a teaching consultant or a more experienced teacher colleague, is asked to take part in making evaluations providing formative feedback on a teacher’s teaching practice. Taking its approach into consideration, it can simply be specified that “Mentor coaching can be done much the same way as peer mentoring” (Sayavedra, 2014, p. 4).

“A mentor coach can also use a more formal, comprehensive evaluation tool to observe and discuss teachers’ strengths and areas for improvement, but it must be very clear that it will not become part of a teacher’s summative evaluation. It is strictly for growth purposes. Mentor coaching, when done by the supervisor who will also be doing the summative observation and evaluation on the teacher, can help build trust, good communication, and credibility that is important in effective supervisor evaluation” (Sayavedra, 2014, pp. 4-5).

The feedback given to teachers is priceless in terms of improving their teaching style, hence, it needs to be comprehensive, useful and specific. For example, “Mentor coaches and supervisors need to let teachers know specifically what was done well and offer specific ideas on what might be done differently based on the standards” or “Feedback should be given in writing as well as discussed during conferencing” (Sayavedra, 2014, p. 5).

Supervisor Evaluation

In this type of evaluation, a supervisor of a teacher or an instructor makes observations and shares his/her opinions on the lecture with the teacher. Just like mentors and peer teachers, supervisors can also "participate in mentor coaching" (Sayavedra, 2014) as it is described above.

> "Some teachers prefer to have supervisors visit their classes several times over the course of the year, not only to help their development as teachers, but so that the supervisor will get a fuller picture of the teacher in action over several occasions. This, in turn, allows the supervisor to take an average" (Sayavedra, 2014, p. 7).

With the specific feedback the supervisor provides, the teacher gains some valuable insights into his or her lectures and finds various ways so as to make improvements in his or her lessons.

Student Appraisals

In ELT classes, students are occasionally asked to give feedback on regular intervals to maintain the success of teaching-learning process. In pretty much the same way, teachers periodically evaluate the performance of their students, and their own competency in an indirect way, depending upon their students' achievements in quizzes and examinations given throughout one semester or education year together with assessments of their writing and speaking skills (Srinivas Rao, 2018). Nevertheless, "An effective evaluation system needs to entail more than student test scores and appraisals" (Sayavedra, 2014, p. 1).

In a broader concept, however, "students give their feedback on teachers based on their performance, classroom activities, applying the methodologies, their interactive approach, clarification of their doubts and so on" (Srinivas Rao, 2018, p. 341). As the first and utmost interaction happens in the classrooms between teachers and students at first place, "Students are in a unique position to report on teacher behaviors in the classroom and the frequency of the behaviors" (Sayavedra, 2014, p. 5).

On the other hand, student appraisals may lead to inefficacy since they "cannot give a full picture of the effectiveness of a teacher" It is commonly believed that "Many student appraisal forms do not provide enough meaningful feedback for teachers to make effective changes in their teaching" (Sayavedra, 2014, p. 5). However, "Written

appropriately, student appraisals do not merely indicate teacher popularity, but point to what makes a teacher popular" (Sayavedra, 2014, p. 6). This hindrance can be prevented by some slight modifications. Sayavedra (2014, p. 6) here suggests that:

> "student ratings should be accompanied by other information (other types of evaluation and evidence) for summative evaluation of instructors and for faculty review. They should not be the sole form of evaluation. They cannot and do not provide a full picture of instructor effectiveness, but they should be part of the picture."

1.2.4. Teacher Evaluation in ELT

"Teacher evaluation is one of the most controversial issues in education" (Atkins, 1996, p. 1), and this same case does not occur in a different way in ELT classes. Atkins (1996) expresses this stating "Growth systems usually include peer assessment from other teachers, student evaluations, as well as administrator evaluations. These evaluations give valuable information and feedback to teachers concerning how they are being perceived" (p. 3). Thus, "One of the most important resources for student learning, teacher effectiveness and professional development is feedback and evaluation given by students" (Üstünoğlu and Can, 2012, p. 92) because "student evaluation of teaching and, particularly the written comments, makes teacher evaluation data more convincing, meaningful, and contribute to improvement of teaching accordingly" (Renaud and Murray, 2005; cited in Üstünoğlu and Can, 2012, p. 93).

> "For the qualification of an experienced teacher, the judgment lies in the teaching and learning process, which covers of not only how to prepare the needs for teaching materials that are based on students' needs, but also on how to face the obstacles of learning from both the teacher and the students, so they may cope with the problems that arise" (Aimah and Purwanto, 2019, p. 159).

Evaluation is counted as a favourable process not only for teachers, but also for learners in ELT. Looking at the data collected from variable sources for evaluating teachers' performance mainly constitutes "students' feedback, results that students achieve, feedback from colleagues, feedback from management and so on" (Srinivas Rao, 2018, p. 340).

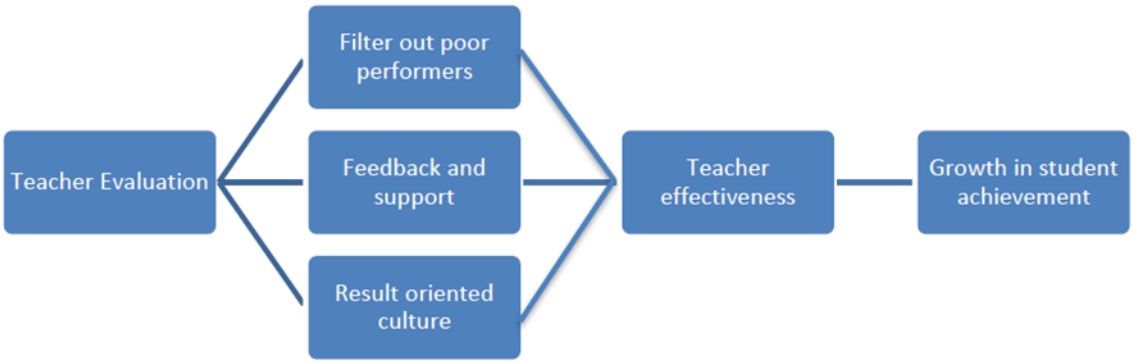


Figure 3. Teacher Evaluation in ELT Classes (Srinivas Rao, 2018, p. 340)

As it is demonstrated in the Figure 3 above, teacher evaluation, implemented in an accurate and fair way without causing harm on teachers' personal growth, results in achievement of students. The question, here, lies in the perception of teachers on the evaluation provided by their students. Having this curiosity in mind, the researcher decided to delve into the field and search for more information in the literature.

1.3. Relevant Studies in this Field

There are not several researches carried out in the field of "Perceptions of Instructors on Students' Written Evaluation." However, some similar research studies which could be reached are given in this section. And the findings of these experiments are discussed in time sequence.

In 1996, a study titled "Teachers' Opinions of the Teacher Evaluation Process" was conducted by Atkins with the purpose of determining how teachers feel about the evaluation process. According to the results of the study, "One third of the teachers felt that student evaluations were a valuable source on information, but the group indicated that professional judgment needed to be exercised in interpreting these evaluations" (p. 5). While a majority of the teachers favoured the process, "The percentage of teachers raising doubt about the use of student evaluations was proportionally greatest at the elementary level and at least the secondary level" (p. 5). As suggestions, "Many of the teachers stated that the process should include formative evaluation before summative evaluation" (p. 10) and they insisted on being involved in the process.

In 2002, Looft aimed at exploring "teachers' experiences with the implementation of new personnel evaluation processes and procedures in one county in Georgia," therefore carried out a research named "Teachers' Perceptions of the

Evaluation Process." In her study, interviews were conducted, coded and analysed guided by symbolic interactionism. "The researcher used constant comparative method of data analysis to describe participants' experiences and then to draw conclusions from the data." Findings gathered from the study are as follows:

> "(a) teachers experienced stress as a result of perceived unreasonable requirements and documentation,
>
> (b) teachers experienced both pressures and satisfaction as a result of the goal setting process,
>
> (c) participation in focus groups resulted in a positive experience due to the collaboration with other teachers,
>
> (d) conferencing with evaluators resulted in clarification, affirmation and a trust in the overall process of evaluation" (p. 1).

Moreover, in 2005, Iyamu and Aduwa-Oglebaen undertook a study called "Lecturers' perception of student evaluation" in Nigerian Universities and they "sought to find out how lecturers perceive the importance of student evaluation, both for formative and summative purposes" (p. 619). In their research, "The data collected were analysed using the Z-test statistic" (p. 619). They found out that "lecturers generally do not accept student evaluation, particularly when it is for summative purposes" (p. 619). However, the researchers recommended that "student evaluation of classroom teaching should be made mandatory and conducted regularly in Nigerian universities" (p. 619).

Another study titled "Teachers' Perceptions of Student Evaluations of Teaching" was made by Chan, et al. in 2014 with the purpose of:

"(1) investigating teachers' perceptions to teaching and learning in the science discipline at a research-intensive university in Hong Kong;

(2) analysing teachers' current perceptions and opinions in the science discipline towards the use of a SET (Student Evaluations of Teaching) survey as the primary standardized evaluation mechanism of teaching and learning for promotion and tenure and for teaching and learning effectiveness at a research-intensive Hong Kong University" (p. 279).

According to the results of their study, they found out that “This perception of teaching and learning seems to persist even though more than half of the participants are already tenured and are either at professor or associate professor positions (at this university, only professor or associate professor positions may be considered for tenure)” (p. 284). It was also stated that “Participants also seemed to be aware of those features of an effective teacher, as almost all of them realized that out-of-class contact with students is an important factor, and they seemed to place science teaching in a societal context” (p. 284). In addition to these, “Most of them have also reported that they update their courses regularly in response to feedback and curriculum changes” and “They also seem to be aware of the scope of support services provided by the university’s teaching and learning centre, and more than half of them have attended seminars and workshops on teaching and learning” (p. 284). When the perceptions of using SET surveys are considered, “diverse attitudes among the teachers were revealed” (p. 285) in their study. Teacher who participated in the study signified that “students’ lack of interest in the subject matter and students’ perceived difficulty of the subject matter were the two reasons for a low SET score” (p. 285).

In 2017, on the other hand, a research with the name “Teachers’ Perception Towards Student Evaluation of Teaching in Hong Kong” was conducted by Luk, et al. In their study they investigated “teachers’ perception through an analysis of quantitative and qualitative data collected from 62 Science faculty members in a research-intensive university in eastern Asia” (p. 1) The analysis of the data showed different attitudes towards SET as a measurement of teaching “in terms of the effect of course characteristics (e.g. subject difficulty), student characteristics (e.g. students’ interest) and teacher characteristics (e.g. teachers’ motivation) on student ratings” (p. 1).

The latest relevant research titled “Teachers’ Perceptions on student evaluation of Teaching as a Tool for Faculty Development and Quality Assurance in Medical Education” that could be found in the literature was carried out by Debroy, et al. in 2019. According to their study, significant findings from students’ feedback indicated that “most of the students agreed that the teachers teach their core subject well” (p. 1). Additionally, “Teachers, in their feedback, fully agreed that students should be involved in the evaluation of teachers and that student feedback ensures the overall faculty development in the institute and can be used as a tool for quality assurance in medical education” (p. 1). For the researchers, “Students’ feedback is one of the best methods of

evaluation of teachers to ensure the overall faculty development and quality assurance in medical education. Thus, a regular feedback mechanism should be in place for the entire institution" (p. 1).

CHAPTER II

METHODOLOGY

2.1. Research Design

This study purports to examine and find out how preparatory class instructors perceive the written evaluations of their students and react to their written evaluations. To this end, the study also aims to scrutinize the perceptions of instructors on students' evaluations on their performances, their commitment to their profession and long-term goals. Moreover, the instructors' tolerance to student criticism will be taken as a major behavioural aspect along with their willingness or unwillingness to consider student criticism as constructive and contributive to their professional skills and practices.

2.2. Participants and Research Setting

The present study was conducted in a General English Department at a private university, where students are taught from Beginner level to Upper-Intermediate level throughout an academic year, in Turkey. From the demographic features of sixteen instructors (see in Chapter 4) who have been chosen for this research, it is readily apparent that the selection has been done through purposeful sampling since the participants display variety in terms of their gender, education, work experience and age. As Creswell (2009) states that "Purposefully select participants or sites (or documents or visual material) means that qualitative researchers select individuals who will best help them understand the research problem and the research questions" (p. 178), the researcher aims at yielding the best possible results with her study. In addition to that, the selection is done on purpose owing to the fact that all sixteen instructors are almost homogenous in their professional upbringing, career credentials and formation. They have already been grouped by the university administration according to the demands of the university management. Therefore, their uniformity is used to establish a more reliable research environment without much deviations or differences. For this matter, the number of instructors is taken as enough to sustain such a research. With this presupposition, the reliability of the integrity of the research model is considered to be more substantial and verifiable.

2.3. Data Collection

2.3.1. Procedure

For the commencement of the current study, 6 interview questions were prepared and a pilot study on four instructors was carried out in order to ensure the reliability and validity of the questions. Procedural permission was granted by the administration of the aforementioned university. Sixteen English instructors who have been teaching English for two to twelve years, the former being inexperienced and the latter well experienced were interviewed in June 2021. Therefore, the data was collected through structured interview form by recording and then decoding the voice of the instructors. Although there seems to be an immense difference between their experiences, all instructors comply with the standard teaching methods designed to realize the vision and mission set by the Board of Trustees. The instructors have enough experience with students of different levels. The procedure was sustained after the instructors voluntarily accepted to participate in the procedure. The researcher, first, visited each and every instructor in person and received their approval orally, then the interview questions were emailed to them and they were asked to submit their answers within ten days. The answers were collected for analysis and the names of the participants were concealed so as not to expose the participants in respect to their privacy.

2.3.2. Instruments

Qualitative research method has been used in this study since it is a case study and it fits into the possibilities it offers to the analyses of the psychological and personal reactions of the instructors which may vary from one person to the other, from one identity to the other and from one expectation to the other. Qualitative method enables the researcher to focus more on human intonations rather than solid numerical values (Creswell, 2009).

To actualize the qualitative research method, the instrument which is developed for the study is a compilation of six open ended consecutive questions. All six questions are originally designed in accordance with the research questions by the author of this dissertation and approved by the supervisor. The questions are prepared in order to clarify the research questions and to test the reactions of the instructors to student evaluation of their in-class performances. The questions which are designed in the form of a structured

interview through which the instructors can represent an entire composition about their personalities, routines and reactions are as follows:

1. How are the written evaluations of students being perceived by preparatory class instructors?

2. How do the written evaluations of students directly affect the performance of preparatory class instructors in class?

3. How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?

4. How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?

5. How do the written evaluations of students affect preparatory class instructors' long-term professional goals?

6. How do the written evaluations of students affect preparatory class instructors' commitment to their professions?

The psychology of the related instructors could not have been analysed by some mathematical calculations in view of the fact that instructors are human factors with emotional and sometimes sentimental reactions. However, the answers that have been given are evaluated under the norms of preparatory school regulations, and they are expected to exhibit a standard outlook of the tendency and inclination of the instructors in the academic environment where they perform as teaching actors. Additionally, the academic environment is presumed to have already established a common ground for the level of standard with which these actors reveal their professional performances.

2.4. Data Analysis

Even though qualitative analysis is criticized due to the fact that it does not yield reliable and verifiable results, it is a method which will be used so as to clarify the personal reactions of the set of instructors as mentioned above. Clarification is obtained from the analysis of their attitudes, sometimes towards and sometimes against the participation of the students in the evaluation process of their instructors. Since numerical

values and data cannot explain human behavioural impetus, qualitative method is consorted to as the ultimate method.

"Content analysis is an approach to quantify qualitative information by systematically sorting and comparing items of information in order to summarize them" (United States Government Accountability Office, 2013). It is a process which involves converting rough data into proper and suitable form via various methods. Krippendorff (2004) gives a definition of content analysis stating "Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use" (p. 18). It is expected to increase the awareness of both the researcher and the reader, to help the researcher gain a new comprehension of specific points and to provide some particular information about them. Since content analysis is considered as a scientific tool, reliability, replicability and validity are three basic components to be awaited.

According to Krippendorff (2004), the questions which Content analysis must focus on are "why available texts came into being, what they mean and to whom, how they mediate between antecedent and consequent conditions, and, ultimately, whether they enable the analysts to select valid answers to questions concerning their contexts" (p. 82).

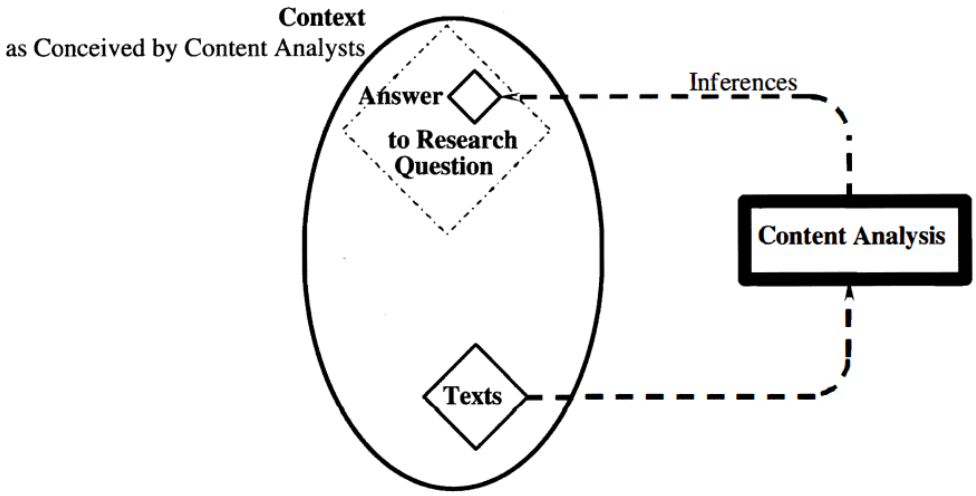


Figure 4. Content Analysis: Answering Questions Concerning a Context of Texts (Krippendorff, 2004, p. 82)

Hsieh and Shannon (2005) explain the different approaches to Content analysis as follows:

> "Rather than being a single method, current applications of content analysis show three distinct approaches: conventional, directed, or summative. All three approaches are used to interpret meaning from the content of text data and, hence, adhere to the naturalistic paradigm. The major differences among the approaches are coding schemes, origins of codes, and threats to trustworthiness. In conventional content analysis, coding categories are derived directly from the text data. With a directed approach, analysis starts with a theory or relevant research findings as guidance for initial codes. A summative content analysis involves counting and comparisons, usually of keywords or content, followed by the interpretation of the underlying context" (p. 1277).

In spite of the fact that the three approaches Hsieh and Shannon (2005) present help the subjective interpretation of the text data, they display several drawbacks as they can fail to deepen the comprehension of the context, the data gathered might not support the theory completely, participants may refer to the questions in favour of pleasing the researcher, and the findings and results yielded might be found limited. Therefore, the researcher might not collect sufficient findings which represent the data accurately. However, taking all of these challenges into account, the researcher may find the most appropriate approach for his/her study and use its advantages to the fullest in order to produce better results.

In this current study, the researcher has scrutinized all the possibilities and found out that the data of the interview must be analysed qualitatively within the scope of Content Analysis as it is "a widely used qualitative research technique" (Hsieh and Shannon, 2005, p. 1277).

CHAPTER III

RESULTS

3.1. Introduction

For the analysis of the data, it is essential that research questions be recalled. Under the light of these questions, the data is analysed in parallel with the Content Analysis. The questions are:

1. Do students' criticisms affect the performance of instructors?
2. Do preparatory class instructors democratically and frankly accept student intrusion between them and their professional formation?
3. Are instructors positively affected in any sense to alter their formation in line with what is offered to them as suggestions?
4. What are the instructors' attitudes towards student written evaluations in terms of their gender, education level, work experience and age?

All sixteen instructors have been informed about the purpose of the research but none is enlightened about the methodological approach to decipher their function in the research to proceed. Both methodological approaches are analysed hereafter.

3.1.1. Frequency Analysis

The instructors who participated in the interview are grouped according to their gender, education, work experience and age through frequency analysis, and the results are shown in the table and graphic below.

As seen in the table and the figure below, eleven of the instructors participating in the interview are female and five of them are men. While the number of participants educated at the undergraduate level is six, the number of participants educated at the master's level is ten. The number of participants with five years or less professional experience is seven, the number of participants with five to ten years of professional experience is seven, and the number of participants with ten years or more professional experience is two. As a result of the grouping made in terms of age, it is seen that four of

the participants are thirty years old and under, six of them are between thirty and thirty-five years old, and six of them are thirty-five years old and over.

Table 1.
Demographic Features

Feature	Group	Number	Percent
Gender	**Female**	11	68,75
	Male	5	31,25
	Total	16	100,00
Education	**Bachelor Degree**	6	37,50
	Master's Degree	10	62,50
	Total	16	100,00
Work Experience	**5 years and under**	7	43,75
	5-10 years	7	43,75
	10 years and over	2	12,50
	Total	16	100,00
Age	**30 years and under**	4	25,00
	30-35 years	6	37,50
	35 years and over	6	37,50
	Total	16	100,00

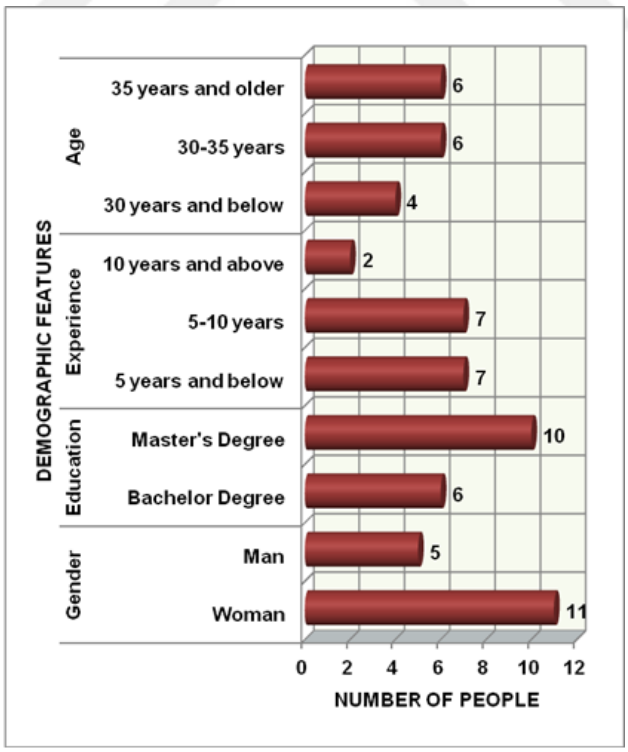


Figure 5. Demographic Features

3.1.2. Content Analysis

In the section below, the instructors who answered the interview questions, are grouped according to their gender, education level, work experience and age, and those who gave “Negatively Affected”, “Not Affected” and “Positively Affected” answers are listed separately, and for this, Content Analysis is applied through. The purpose of this analysis is to show the effect of one variable on another variable, to determine the distribution of a group, or to determine the distribution of the subgroups resulting from the variables.

Since the data gathered for the research was collected from sixteen participants and there were values less than five in the number of observations of the groups, the distribution of the answers according to the demographic groups is examined and the results are interpreted accordingly. So as to present the data in a more concrete way, the frequency of the qualitative findings was estimated and converted into a quantitative form, and all these were displayed in tables.

3.2. Analysis of Interview Questions by Groups

The following analysis has been put into four different categories and prepared in view of the last research question:

“What are the instructors’ attitudes towards student written evaluations in terms of their gender, education level, work experience and age?”

3.2.1. Grouping Responses by Gender

The answers given by the instructors to each question are shown in detail in the tables below according to the gender of the participants.

Table 2.
How are the written evaluations of students being perceived by preparatory class instructors? *Gender

How are the written evaluations of students being perceived by preparatory class instructors?		Gender		Total
		Female	Male	
Negatively Affected	Count	6	2	8
	% within How are the written evaluations of students being perceived by preparatory class instructors?	75,0%	25,0%	100,0%
	% of Total	37,5%	12,5%	50,0%
Not Affected	Count	1	1	2
	% within How are the written evaluations of students being perceived by preparatory class instructors?	50,0%	50,0%	100,0%
	% of Total	6,3%	6,3%	12,5%
Positively Affected	Count	4	2	6
	% within How are the written evaluations of students being perceived by preparatory class instructors?	66,7%	33,3%	100,0%
	% of Total	25,0%	12,5%	37,5%
Total	Count	11	5	16
	% within How are the written evaluations of students being perceived by preparatory class instructors?	68,8%	31,3%	100,0%
	% of Total	68,8%	31,3%	100,0%

The instructors who responded to the question “How are the written evaluations of students being perceived by preparatory class instructors?” are grouped in terms of their gender:

As seen in the table above, there are six females and two males out of eight participants who answered “Negatively Affected” to the question. That is, 75% of negatively affected respondents and 37.5% of the total respondents are female while 25% of the respondents and 12.5% of the total respondents are male.

On the other hand, two participants, one female and one male, answered “Not Affected” to the question. It shows that, while 50% of the respondents who answered “Not Affected” to the question and 6.3% of the total respondents are female, 50% of the respondents and 6.3% of the total respondents are male.

There are four females and two males out of six participants who answered “Positively Affected” to the question. Whereas 66.7% of the respondents who responded to the question as “Positively Affected” and 25% of the total participants are female, 33.3% of the respondents and 12.5% of the total participants are male.

It is seen that among the sixteen instructors participated in the interview, mostly females were negatively affected (Six females, 37.5% of sixteen participants).

Table 3.
How do the written evaluations of students directly affect the performance of preparatory class instructors in class? *Gender

How do the written evaluations of students directly affect the performance of preparatory class instructors in class?		Gender		Total
		Female	Male	
Negatively Affected	Count	1	1	2
	% within How do the written evaluations of students directly affect the performance of preparatory class instructors in class?	50,0%	50,0%	100,0%
	% of Total	6,3%	6,3%	12,5%
Not Affected	Count	4	3	7
	% within How do the written evaluations of students directly affect the performance of preparatory class instructors in class?	57,1%	42,9%	100,0%
	% of Total	25,0%	18,8%	43,8%
Positively Affected	Count	6	1	7
	% within How do the written evaluations of students directly affect the performance of preparatory class instructors in class?	85,7%	14,3%	100,0%
	% of Total	37,5%	6,3%	43,8%
Total	Count	11	5	16
	% within How do the written evaluations of students directly affect the performance of preparatory class instructors in class?	68,8%	31,3%	100,0%
	% of Total	68,8%	31,3%	100,0%

The instructors who responded to the question “How do the written evaluations of students directly affect the performance of preparatory class instructors in class?” are grouped in terms of their gender:

Two participants, one female and one male, answered “Negatively Affected” to the question, which means while 50% of those who answered the question as “Negatively Affected” and 6.3% of the total respondents are female, 50% of the respondents and 6.3% of the total respondents are male.

There are four females and three males out of seven participants who responded to the question as “Not Affected”. In other words, while 57.1% of the respondents who answered “Not Affected” to the question and 25% of the total participants are female, 42.9% of the respondents and 18.8% of the total participants are male.

Six of the seven participants who answered “Positively Affected” to the question are female, and one participant is male. It proves that 85.7% of the respondents who answered the question as “Positively Affected” and 37.5% of the total participants are female, and 14.3% of the respondents and 6.3% of the total participants are male.

It is understood that among the sixteen instructors participated in the interview, mostly males were positively affected (Six males, 37.5% of sixteen participants).

Table 4.
How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class? *Gender

How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?		Gender		Total
		Female	Male	
Negatively Affected	Count	5	2	7
	% within How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?	71,4%	28,6%	100,0%
	% of Total	31,3%	12,5%	43,8%
Not Affected	Count	2	1	3
	% within How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?	66,7%	33,3%	100,0%
	% of Total	12,5%	6,3%	18,8%
Positively Affected	Count	4	2	6
	% within How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?	66,7%	33,3%	100,0%
	% of Total	25,0%	12,5%	37,5%
Total	Count	11	5	16
	% within How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?	68,8%	31,3%	100,0%
	% of Total	68,8%	31,3%	100,0%

The instructors who responded to the question “How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?” are grouped in terms of their gender:

There are five females and two males out of seven participants who answered “Negatively Affected” to the question. 71.4% of those who answered the question “Negatively Affected” and 31.3% of the total participants are female, whereas 28.6% of the respondents and 12.5% of the total participants are male.

Two of the three participants who answered “Not Affected” to the question are female and one is male. While 66.7% of the respondents and 12.5% of the total participants who answered “Not Affected” to the question are female, 33.3% of the respondents and 6.3% of the total participants are male.

Of the six participants who answered “Positively Affected” to the question, four are female while two are male. This means, 66.7% of those who answered the question

"Positively Affected" and 25% of the total participants are female, and 33.3% of the respondents and 12.5% of the total participants are male.

It is obvious that among the sixteen instructors who participated in the interview, mostly females were negatively affected (Five females, 31.3% of sixteen participants).

Table 5.
How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs? *Gender

How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?		Gender		Total
		Female	Male	
Positively Affected	Count	11	5	16
	% within How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?	68,8%	31,3%	100,0%
	% of Total	68,8%	31,3%	100,0%
Total	Count	11	5	16
	% within How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?	68,8%	31,3%	100,0%
	% of Total	68,8%	31,3%	100,0%

The instructors who responded to the question "How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?" are grouped in terms of their gender:

It is observed that all participants gave the answer "Positively Affected" to the question. Of the eleven participants who answered "Positively Affected" to the question, four are female while five are male. In other words, 68.8% of the sixteen participants and 68.8% of the total participants who answered the question "Positively Affected" are female, and 31.3% of the respondents and 31.3% of the total participants are male.

It is noticed that among the sixteen instructors who participated in the interview, mostly females were positively affected (Eleven females, 68.8% of sixteen participants).

Table 6.
How do the written evaluations of students affect preparatory class instructors' long-term professional goals? *Gender

How do the written evaluations of students affect preparatory class instructors' long-term professional goals?		Gender		Total
		Female	Male	
Negatively Affected	Count	0	1	1
	% within How do the written evaluations of students affect preparatory class instructors' long-term professional goals?	0,0%	100,0%	100,0%
	% of Total	0,0%	6,3%	6,3%
Not Affected	Count	1	1	2
	% within How do the written evaluations of students affect preparatory class instructors' long-term professional goals?	50,0%	50,0%	100,0%
	% of Total	6,3%	6,3%	12,5%
Positively Affected	Count	10	3	13
	% within How do the written evaluations of students affect preparatory class instructors' long-term professional goals?	76,9%	23,1%	100,0%
	% of Total	62,5%	18,8%	81,3%
Total	Count	11	5	16
	% within How do the written evaluations of students affect preparatory class instructors' long-term professional goals?	68,8%	31,3%	100,0%
	% of Total	68,8%	31,3%	100,0%

The instructors who responded to the question "How do the written evaluations of students affect preparatory class instructors' long-term professional goals?" are grouped in terms of their gender:

It is observed that there is only one male who answered "Negatively Affected" to the question, making up 6.3% of the total participants.

While one of the two participants who answered "Not Affected" to the question is a female, one is a male. While 50% of the respondents and 6.3% of the total respondents are female, 50% of the respondents and 6.3% of the total respondents are male.

Of the thirteen participants who answered "Positively Affected" to the question, ten are female, while three are male. This shows that 76.9% of the respondents who answered "Positively Affected" and 62.5% of the total participants are female, 23.1% of the respondents and 18.8% of the total participants are male.

It can be interpreted that among the sixteen instructors who participated in the interview, mostly females were positively affected (Ten females, 62.5% of sixteen participants).

Table 7.
How do the written evaluations of students affect preparatory class instructors' commitment to their professions? *Gender

How do the written evaluations of students affect preparatory class instructors' commitment to their professions?		Gender		Total
		Female	Male	
Negatively Affected	Count	0	2	2
	% within How do the written evaluations of students affect preparatory class instructors' commitment to their professions?	0,0%	100,0%	100,0%
	% of Total	0,0%	12,5%	12,5%
Not Affected	Count	3	1	4
	% within How do the written evaluations of students affect preparatory class instructors' commitment to their professions?	75,0%	25,0%	100,0%
	% of Total	18,8%	6,3%	25,0%
Positively Affected	Count	8	2	10
	% within How do the written evaluations of students affect preparatory class instructors' commitment to their professions?	80,0%	20,0%	100,0%
	% of Total	50,0%	12,5%	62,5%
Total	Count	11	5	16
	% within How do the written evaluations of students affect preparatory class instructors' commitment to their professions?	68,8%	31,3%	100,0%
	% of Total	68,8%	31,3%	100,0%

The instructors who responded to the question "How do the written evaluations of students affect preparatory class instructors" commitment to their professions?" are grouped in terms of their gender:

It is seen that there are only two males who answered "Negatively Affected" to the question, making up 12.5% of the total participants.

While three of the four participants who answered "Not Affected" to the question are female, one is male. That proves 75% of the respondents who answered "Not Affected" and 18.8% of the total participants are female, 25% of the respondents and 6.3% of the total participants are male.

Of the ten participants who answered "Positively Affected" to the question, eight are female while two are male. Stated in other words, 80% of the respondents who answered "Positively Affected" and 50% of the total participants are female, 20% of the respondents and 12.5% of the total participants are male.

It is clear that the mostly females got positively affected among the sixteen instructors who participated in the interview (Eight females, 50% of the sixteen participants).

3.2.2. Grouping Responses by Education Level

The answers given by the instructors to each question are shown in detail in the tables below for each education level group.

Table 8.
How are the written evaluations of students being perceived by preparatory class instructors? *Education Level

How are the written evaluations of students being perceived by preparatory class instructors?		Education Level		Total
		Bachelor	Master's	
Negatively Affected	Count	3	5	8
	% within How are the written evaluations of students being perceived by preparatory class instructors?	37,5%	62,5%	100,0%
	% of Total	18,8%	31,3%	50,0%
Not Affected	Count	0	2	2
	% within How are the written evaluations of students being perceived by preparatory class instructors?	0,0%	100,0%	100,0%
	% of Total	0,0%	12,5%	12,5%
Positively Affected	Count	3	3	6
	% within How are the written evaluations of students being perceived by preparatory class instructors?	50,0%	50,0%	100,0%
	% of Total	18,8%	18,8%	37,5%
Total	Count	6	10	16
	% within How are the written evaluations of students being perceived by preparatory class instructors?	37,5%	62,5%	100,0%
	% of Total	37,5%	62,5%	100,0%

The instructors who responded to the question “How are the written evaluations of the students perceived by the preparatory class instructors?” are grouped in terms of their education level:

While there are three bachelors among the eight participants who answered “Negatively Affected” to the question, five participants have a master’s degree. While 37.5% of the respondents and 18.8% of the total participants who answered “Negative Affected” are bachelors, 62.5% of the respondents and 31.3% of the total participants have a master’s degree.

Two participants who answered “Not Affected” to the question are bachelors. When the participants are examined in terms of their education level, it is seen that there are no participants with a master’s degree who answered “Not Affected” to the question.

While three of the six participants who answered “Positively Affected” to the question are bachelors, three of them are the participants with a master’s degree. Put it differently, 50% of the respondents who answered “Positively Affected” and 18.8% of the total participants are bachelors, 50% of the respondents and 18.8% of the total participants are the ones with a master’s degree.

Among the sixteen instructors who participated in the interview, it is seen that mostly the participants with a master’s degree were negatively affected (Five participants with a master’s degree, 31.3% of sixteen participants).

Table 9.
How do the written evaluations of students directly affect the performance of preparatory class instructors in class? *Education Level

How do the written evaluations of students directly affect the performance of preparatory class instructors in class?		Education Level		Total
		Bachelor	Master's	
Negatively Affected	Count	2	0	2
	% within How do the written evaluations of students directly affect the performance of preparatory class instructors in class?	100,0%	0,0%	100,0%
	% of Total	12,5%	0,0%	12,5%
Not Affected	Count	1	6	7
	% within How do the written evaluations of students directly affect the performance of preparatory class instructors in class?	14,3%	85,7%	100,0%
	% of Total	6,3%	37,5%	43,8%
Positively Affected	Count	3	4	7
	% within How do the written evaluations of students directly affect the performance of preparatory class instructors in class?	42,9%	57,1%	100,0%
	% of Total	18,8%	25,0%	43,8%
Total	Count	6	10	16
	% within How do the written evaluations of students directly affect the performance of preparatory class instructors in class?	37,5%	62,5%	100,0%
	% of Total	37,5%	62,5%	100,0%

The instructors who responded to the question “How do the written evaluations of students directly affect the performance of preparatory class instructors in class?” are grouped in terms of their education level:

It is observed that two participants who answered the question as “Negatively Affected” are bachelors and constitute 12.5% of the total participants.

One of the seven participants who answered “Not Affected” to the question has a bachelor’s degree, and six of them have a master’s degree. While 14.3% of those who answered “Not Affected” to the question and 6.3% of the total participants are bachelors,

85.7% of the respondents and 37.5% of the total participants stated that they have a master's degree.

Three of the seven participants who answered "Positively Affected" to the question are bachelors, whereas four of them a have master's degree. This proves that while 42.9% of the respondents and 18.8% of the total participants who answered "Positively Affected" to the question are bachelors, 57.1% of the respondents and 25% of the total participants have a master's degree.

It is observed that mostly the participants with a master's degree were not affected. (Six participants with a master's degree, 37.5% of sixteen participants).

Table 10.
How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class? *Education Level

How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?		Education Level		Total
		Bachelor	Master's	
Negatively Affected	Count	2	5	7
	% within How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?	28,6%	71,4%	100,0%
	% of Total	12,5%	31,3%	43,8%
Not Affected	Count	0	3	3
	% within How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?	0,0%	100,0%	100,0%
	% of Total	0,0%	18,8%	18,8%
Positively Affected	Count	4	2	6
	% within How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?	66,7%	33,3%	100,0%
	% of Total	25,0%	12,5%	37,5%
Total	Count	6	10	16
	% within How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?	37,5%	62,5%	100,0%
	% of Total	37,5%	62,5%	100,0%

The instructors who responded to the question "How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?" are grouped in terms of their education level:

Among the seven participants who answered "Negatively Affected" to the question, there are two bachelors and five have a master's degree. While 28.6% of those who answered the question "Negatively Affected" and 18.8% of the total participants are

bachelors, 71.4% of the respondents and 31.3% of the total participants have a master's degree.

Three participants who answered "Not Affected" to the question have a master's degree and these participants constitute 18.8% of the total participants. When the participants are examined in regard to their education level, it is seen that there are no bachelors who answered "Not Affected" to the question.

Of the six participants who answered "Positively Affected" to the question, four of them are bachelors and two of them have a master's degree. While 66.7% of those who answered the question "Positively Affected" and 25% of the total participants are bachelors, 33.3% of the respondents and 12.5% of the total participants have a master's degree.

Among the sixteen participants who participated in the interview, it is determined that mostly the participants with a master's degree were negatively affected (Five participants with a master's degree, 31.3% of sixteen participants).

Table 11.
How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs? *Education Level

How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?		Education Level		Total
		Bachelor	Master's	
Positively Affected	Count	6	10	16
	% within How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?	37,5%	62,5%	100,0%
	% of Total	37,5%	62,5%	100,0%
Total	Count	6	10	16
	% within How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?	37,5%	62,5%	100,0%
	% of Total	37,5%	62,5%	100,0%

The instructors who responded to the question "How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?" are grouped in terms of their education level:

It is observed that there are no participants who answered "Negatively Affected" or "Not Affected" to the question.

However, of the sixteen participants who answered “Positively Affected” to the question, six of them are bachelors and ten of them have a master’s degree. While 37.5% of the respondents and 37.5% of the total participants who answered the question “Positively Affected” are bachelors, 62.5% of the respondents and 62.5% of the total participants have a master’s degree.

Table 12.
How do the written evaluations of students affect preparatory class instructors’ long-term professional goals? *Education Level

How do the written evaluations of students affect preparatory class instructors’ long-term professional goals?		Education Level		Total
		Bachelor	Master's	
Negatively Affected	Count	0	1	1
	% within How do the written evaluations of students affect preparatory class instructors’ long-term professional goals?	0,0%	100,0%	100,0%
	% of Total	0,0%	6,3%	6,3%
Not Affected	Count	1	1	2
	% within How do the written evaluations of students affect preparatory class instructors’ long-term professional goals?	50,0%	50,0%	100,0%
	% of Total	6,3%	6,3%	12,5%
Positively Affected	Count	5	8	13
	% within How do the written evaluations of students affect preparatory class instructors’ long-term professional goals?	38,5%	61,5%	100,0%
	% of Total	31,3%	50,0%	81,3%
Total	Count	6	10	16
	% within How do the written evaluations of students affect preparatory class instructors’ long-term professional goals?	37,5%	62,5%	100,0%
	% of Total	37,5%	62,5%	100,0%

The instructors who responded to the question “How do the written evaluations of students affect preparatory class instructors’ long-term professional goals?” are grouped in terms of their education level:

It is observed that there is only one participant who answered “Negatively Affected” to the question and this person has a master’s degree, and that constitutes 6.3% of the total participants.

While one of the two participants who answered “Not Affected” to the question has a bachelor’s degree, the other has a master’s degree.

Five of the thirteen participants who answered “Positively Affected” to the question are bachelors, whereas eight of them have a master’s degree. That is to say, while 38.5% and 31.3% of the total participants who answered the question “Positively Affected” are bachelors, 61.5% of the respondents and 50% of the total participants have a master’s degree.

It can simply be concluded that mostly the participants who have a master’s degree were positively affected (Eight participants with a master’s degree, 50% of sixteen participants).

Table 13.
How do the written evaluations of students affect preparatory class instructors’ commitment to their professions? *Education Level

How do the written evaluations of students affect preparatory class instructors’ commitment to their professions?		Education Level		Total
		Bachelor	Master's	
Negatively Affected	Count	0	2	2
	% within How do the written evaluations of students affect preparatory class instructors’ commitment to their professions?	0,0%	100,0%	100,0%
	% of Total	0,0%	12,5%	12,5%
Not Affected	Count	2	2	4
	% within How do the written evaluations of students affect preparatory class instructors’ commitment to their professions?	50,0%	50,0%	100,0%
	% of Total	12,5%	12,5%	25,0%
Positively Affected	Count	4	6	10
	% within How do the written evaluations of students affect preparatory class instructors’ commitment to their professions?	40,0%	60,0%	100,0%
	% of Total	25,0%	37,5%	62,5%
Total	Count	6	10	16
	% within How do the written evaluations of students affect preparatory class instructors’ commitment to their professions?	37,5%	62,5%	100,0%
	% of Total	37,5%	62,5%	100,0%

The instructors who responded to the question “How do the written evaluations of students affect preparatory class instructors’ commitment to their professions?” are grouped in terms of their education level:

It is observed that two participants who answered “Negatively Affected” to the question have a master’s degree. These people make up 12.5% of the total participants.

Of the four participants who answered “Not Affected” to the question, two of them are bachelors and two of them have a master’s degree. While 50% of those who

answered “Not Affected” and 12.5% of the total participants are bachelors, the other half of the respondents and 12.5% of the total participants has a master’s degree.

Four of the ten participants who answered “Positively Affected” to the question are bachelors, whereas six of them have a master’s degree. This shows that 40% of the respondents who answered “Positively Affected” and 25% of the total participants are bachelors, and 60% of the respondents and 37.5% of the total participants have a master’s degree.

Among the sixteen instructors who participated in the interview, it is understood that mostly the participants with a master’s degree were positively affected (Six participants with a master’s degree, 37.5% of sixteen participants).

3.2.3. Grouping Responses by Work Experience

The answers given by the instructors to each question are examined in terms of the work experience of the participants and shown in detail in the tables below.

Table 14.
How are the written evaluations of students being perceived by preparatory class instructors? *Work Experience

How are the written evaluations of students being perceived by preparatory class instructors?		Work Experience			Total
		5 years or less	5-10 years	10 years or more	
Negatively Affected	Count	5	3	0	8
	% within How are the written evaluations of students being perceived by preparatory class instructors?	62,5%	37,5%	0,0%	100,0%
	% of Total	31,3%	18,8%	0,0%	50,0%
Not Affected	Count	0	1	1	2
	% within How are the written evaluations of students being perceived by preparatory class instructors?	0,0%	50,0%	50,0%	100,0%
	% of Total	0,0%	6,3%	6,3%	12,5%
Positively Affected	Count	2	3	1	6
	% within How are the written evaluations of students being perceived by preparatory class instructors?	33,3%	50,0%	16,7%	100,0%
	% of Total	12,5%	18,8%	6,3%	37,5%
Total	Count	7	7	2	16
	% within How are the written evaluations of students being perceived by preparatory class instructors?	43,8%	43,8%	12,5%	100,0%
	% of Total	43,8%	43,8%	12,5%	100,0%

The instructors who responded to the question “How are the written evaluations of the students perceived by the preparatory class instructors?” are grouped in terms of their work experience:

Among the eight participants who answered “Negatively Affected” to the question, five participants have five years or less work experience, while three participants have five to ten years of work experience. 62.5% of those who answered the question “Negatively Affected” and 31.3% of the total respondents have five years or less work experience, 37.5% of the respondents and 18.8% of the total participants have five to ten years of work experience.

One of the two participants who answered “Not Affected” to the question has five to ten years of experience while one of them has ten years or more of work experience. There are no participants with five years or less work experience who answered the question as “Not Affected”.

Of the six participants who answered “Positively Affected” to the question, two participants have five years or less work experience, three participants have five to ten years of work experience, and one participant has ten years or more work experience. 33.3% of those who answered the question “Positively Affected” and 12.5% of the total participants have five years or less work experience. 50% of respondents and 18.8% of total respondents have five to ten years of work experience.16.7% of respondents and 6.3% of total respondents have work experience of ten years or more.

Among the sixteen instructors who participated in the interview, it is seen that mostly the participants with a work experience of five years or less were negatively affected (Five participants with a work experience of five years or less, 31.3% of sixteen participants).

Table 15.
How do the written evaluations of students directly affect the performance of preparatory class instructors in class? *Work Experience

How do the written evaluations of students directly affect the performance of preparatory class instructors in class?		Work Experience			
		5 years or less	5-10 years	10 years or more	Total
Negatively Affected	Count	1	0	1	2
	% within How do the written evaluations of students directly affect the performance of preparatory class instructors in class?	50,0%	0,0%	50,0%	100,0%
	% of Total	6,3%	0,0%	6,3%	12,5%
Not Affected	Count	2	4	1	7
	% within How do the written evaluations of students directly affect the performance of preparatory class instructors in class?	28,6%	57,1%	14,3%	100,0%
	% of Total	12,5%	25,0%	6,3%	43,8%
Positively Affected	Count	4	3	0	7
	% within How do the written evaluations of students directly affect the performance of preparatory class instructors in class?	57,1%	42,9%	0,0%	100,0%
	% of Total	25,0%	18,8%	0,0%	43,8%
Total	Count	7	7	2	16
	% within How do the written evaluations of students directly affect the performance of preparatory class instructors in class?	43,8%	43,8%	12,5%	100,0%
	% of Total	43,8%	43,8%	12,5%	100,0%

The instructors who responded to the question “How do the written evaluations of students directly affect the performance of preparatory class instructors in class?” are grouped in terms of their work experience:

Among the two participants who answered “Negatively Affected” to the question, one person has five years or less work experience while one person has ten years or more work experience. 50% of the respondents who answered “Negatively Affected” and 6.3% of the total participants have five years or less work experience while 50% of the respondents and 6.3% of the total participants have ten years or more work experience.

Of the seven participants who answered “Not Affected” to the question, two have five years or less work experience, four have five to ten years of work experience, and one has ten years or more work experience. In other words, 28.6% of the respondents who answered “Not Affected” and 12.5% of the total respondents have five years or less of work experience. 57.1% of the respondents and 25% of the total respondents have five to ten years of work experience. 14.3% of the respondents and 6.3% of the total respondents have work experience of ten years or more.

Of the seven participants who answered “Positively Affected” to the question, four have five years or less work experience, and three have five to ten years of work experience. Hence, 57.1% of those who answered the question “Positively Affected” and 25% of the total participants have five years or less work experience; 42.9% of the respondents and 18.8% of the total participants have work experience five to ten years.

It is observed that four participants from the group with five to ten years of work experience were not affected, and four participants from the group with five years or less work experience were positively affected.

Table 16.
How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class? *Work Experience

How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?		Work Experience			
		5 years or less	5-10 years	10 years or more	Total
Negatively Affected	Count	4	1	2	7
	% within How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?	57,1%	14,3%	28,6%	100,0%
	% of Total	25,0%	6,3%	12,5%	43,8%
Not Affected	Count	1	2	0	3
	% within How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?	33,3%	66,7%	0,0%	100,0%
	% of Total	6,3%	12,5%	0,0%	18,8%
Positively Affected	Count	2	4	0	6
	% within How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?	33,3%	66,7%	0,0%	100,0%
	% of Total	12,5%	25,0%	0,0%	37,5%
Total	Count	7	7	2	16
	% within How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?	43,8%	43,8%	12,5%	100,0%
	% of Total	43,8%	43,8%	12,5%	100,0%

The instructors who responded to the question “How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?” are grouped in terms of their work experience:

Among the seven participants who answered “Negatively Affected” to the question, four have five years or less work experience, one has five to ten years of work

experience, and two have ten years or more work experience. 57.1% of the respondents who answered “Negatively Affected” and 25% of the total participants have five years or less of work experience. 14.3% of respondents and 6.3% of total respondents have work experience five to ten years. 28.6% of the respondents and 12.5% of the total participants have a work experience of ten years or more.

One of the three participants who answered “Not Affected” to the question has five years or less work experience, two of them have five to ten years of work experience. There are no participants with ten years or more work experience who answered “Not Affected” to the question.

Two of the six participants who answered “Positively Affected” to the question have five years or less work experience. Four of the participants have five to ten years of work experience. 33.3% of the respondents who answered “Positively Affected” and 12.5% of the total participants have five years or less work experience; 66.7% of the respondents and 25% of the total participants have work experience five to ten years.

It is delineated that four participants from the group with a work experience of five years or less were negatively affected at most, and four participants from the group with five to ten years of work experience were positively affected.

Table 17.
How do the preparatory class instructors perceive the relationship between students’ written evaluations and their learner beliefs? *Work Experience

How do the preparatory class instructors perceive the relationship between students’ written evaluations and their learner beliefs?		Work Experience			
		5 years or less	5-10 years	10 years or more	Total
Positively Affected	Count	7	7	2	16
	% within How do the preparatory class instructors perceive the relationship between students’ written evaluations and their learner beliefs?	43,8%	43,8%	12,5%	100,0%
	% of Total	43,8%	43,8%	12,5%	100,0%
Total	Count	7	7	2	16
	% within How do the preparatory class instructors perceive the relationship between students’ written evaluations and their learner beliefs?	43,8%	43,8%	12,5%	100,0%
	% of Total	43,8%	43,8%	12,5%	100,0%

The instructors who responded to the question “How do the preparatory class instructors perceive the relationship between students’ written evaluations and their learner beliefs?” are grouped in terms of their work experience:

It is observed that there are no participants who answered “Negatively Affected” or “Not Affected” to the question.

Of the sixteen participants who answered “Positively Affected” to the question, seven of them have five years or less work experience, seven of them have five to ten years of work experience, and two of them have ten years or more work experience. 43.8% of the respondents who answered “Positively Affected” have five years or less work experience, 43.8% have five to ten years of work experience and 12.5% have ten years or more work experience.

Table 18.
How do the written evaluations of students affect preparatory class instructors’ long-term professional goals? *Work Experience

How do the written evaluations of students affect preparatory class instructors’ long-term professional goals?		Work Experience			
		5 years or less	5-10 years	10 years or more	Total
Negatively Affected	Count	0	1	0	1
	% within How do the written evaluations of students affect preparatory class instructors’ long-term professional goals?	0,0%	100,0%	0,0%	100,0%
	% of Total	0,0%	6,3%	0,0%	6,3%
Not Affected	Count	1	0	1	2
	% within How do the written evaluations of students affect preparatory class instructors’ long-term professional goals?	50,0%	0,0%	50,0%	100,0%
	% of Total	6,3%	0,0%	6,3%	12,5%
Positively Affected	Count	6	6	1	13
	% within How do the written evaluations of students affect preparatory class instructors’ long-term professional goals?	46,2%	46,2%	7,7%	100,0%
	% of Total	37,5%	37,5%	6,3%	81,3%
Total	Count	7	7	2	16
	% within How do the written evaluations of students affect preparatory class instructors’ long-term professional goals?	43,8%	43,8%	12,5%	100,0%
	% of Total	43,8%	43,8%	12,5%	100,0%

The instructors who responded to the question “How do the written evaluations of students affect preparatory class instructors’ long-term professional goals?” are grouped in terms of their work experience:

It is seen that there is only one participant who answered “Negatively Affected” to the question and this person has five to ten years of work experience, this person constitutes 6.3% of the total participants.

While one of the two participants who answered “Not Affected” to the question has five years or less of experience, and the other has ten years or more of experience.

There are no participants with five to ten years of experience who answered "Not Affected" to the question.

Of the thirteen participants who answered "Positively Affected" to the question, six of them have five years or less work experience, six of them have five to ten years of work experience, and one of them has ten years or more work experience. 46.2% of the respondents who answered "Positively Affected" and 37.5% of the total participants have five years or less of work experience. 46.2% and 37.5% of the total participants have five to ten years of work experience. 7.7% of the total participants and 6.3% of the total participants have ten years or more work experience.

It is observed that the highest number of answers to this question was "Positively Affected", and thirteen people who were positively affected constitutes 81.3% of the total participants. These participants have five years or less work experience, five to ten years' work experience, and ten years or more work experience.

Table 19.
How do the written evaluations of students affect preparatory class instructors' commitment to their professions? *Work Experience

How do the written evaluations of students affect preparatory class instructors' commitment to their professions?		Work Experience			
		5 years or less	5-10 years	10 years or more	Total
Negatively Affected	Count	0	2	0	2
	% within How do the written evaluations of students affect preparatory class instructors' commitment to their professions?	0,0%	100,0%	0,0%	100,0%
	% of Total	0,0%	12,5%	0,0%	12,5%
Not Affected	Count	3	0	1	4
	% within How do the written evaluations of students affect preparatory class instructors' commitment to their professions?	75,0%	0,0%	25,0%	100,0 %
	% of Total	18,8%	0,0%	6,3%	25,0%
Positively Affected	Count	4	5	1	10
	% within How do the written evaluations of students affect preparatory class instructors' commitment to their professions?	40,0%	50,0%	10,0%	100,0%
	% of Total	25,0%	31,3%	6,3%	62,5%
Total	Count	7	7	2	16
	% within How do the written evaluations of students affect preparatory class instructors' commitment to their professions?	43,8%	43,8%	12,5%	100,0%
	% of Total	43,8%	43,8%	12,5%	100,0%

The instructors who responded to the question “How do the written evaluations of students affect preparatory class instructors’ commitment to their professions?” are grouped in terms of their work experience:

It is observed that there are only two participants who answered “Negatively Affected” to the question, these participants have five to ten years of work experience and they constitute 12.5% of the total participants.

Of the four participants who answered “Not Affected” to the question, three have five years or less work experience, and one has ten years or more work experience. It is observed that there are no participants with five to ten years of work experience who answered “Not Affected” to the question.

Of the ten participants who answered “Positively Affected” to the question, four have five years or less of experience, five of them have five to ten years of experience, and one of them has ten years or more of work experience. 40% of the respondents who answered “Positively Affected” and 25% of the total respondents have five years or less of work experience. 50% and 31.3% of the total participants have five to ten years of work experience. 10% and 6.3% of the total participants have ten years or more work experience.

It is understood that the participants with a work experience of five to ten years at most were positively affected. When all the participants are examined, it is found out that ten instructors (62.5% of the participants) were positively affected.

3.2.4. Grouping Responses by Age

The answers given by the instructors to each question are grouped in terms of age groups and are shown in detail in the tables below.

Table 20.
How are the written evaluations of students being perceived by preparatory class instructors? *Age

How are the written evaluations of students being perceived by preparatory class instructors?		Age			
		30 years and under	30-35 years	35 years and over	Total
Negatively Affected	Count	1	4	3	8
	% within How are the written evaluations of students being perceived by preparatory class instructors?	12,5%	50,0%	37,5%	100,0%
	% of Total	6,3%	25,0%	18,8%	50,0%
Not Affected	Count	0	0	2	2
	% within How are the written evaluations of students being perceived by preparatory class instructors?	0,0%	0,0%	100,0%	100,0%
	% of Total	0,0%	0,0%	12,5%	12,5%
Positively Affected	Count	1	3	2	6
	% within How are the written evaluations of students being perceived by preparatory class instructors?	16,7%	50,0%	33,3%	100,0%
	% of Total	6,3%	18,8%	12,5%	37,5%
Total	Count	2	7	7	16
	% within How are the written evaluations of students being perceived by preparatory class instructors?	12,5%	43,8%	43,8%	100,0%
	% of Total	12,5%	43,8%	43,8%	100,0%

The instructors who responded to the question “How are the written evaluations of the students perceived by the preparatory class instructors?” are grouped in terms of their age (group):

Among the eight participants who answered “Negatively Affected” to the question, one participant is thirty years old and under, four are between thirty and thirty-five years old, and three are thirty-five years old and over. 12.5% of those who answered “Negatively Affected” and 6.3% of the total participants are thirty years old or under. 50% of those who answered “Negatively Affected” and 25% of the total participants are between the ages of thirty and thirty-five; 37.5% of those who answered “Negatively Affected” and 18.8% of the total participants are in the age group of thirty years and over.

There are two participants who answered “Not Affected” to the question and these people are in the age group of thirty-five years and over.

Of the six participants who answered “Positively Affected” to the question, one is thirty years old and under, three are between thirty and thirty-five years old, two are in the age group of thirty-five years and over. 16.7% of those who answered the question

"Positively Affected" and 6.3% of the total participants are thirty years or under. 50% of those who answered the question "Positively Affected" and 18.8% of the total participants are between the ages of thirty and thirty-five. 33.3% of those who answered the question "Positively Affected" and 12.5% of the total participants are in the age group of thirty-five years and over.

It is clear that the participants between the ages of thirty and thirty-five were negatively affected (Four participants between the ages of thirty and thirty-five, 25% of sixteen participants). When all participants are examined, it is obvious that mostly "Negatively Affected" response was given (Eight participants, 50% of sixteen participants).

Table 21.
How do the written evaluations of students directly affect the performance of preparatory class instructors in class? *Age

How do the written evaluations of students directly affect the performance of preparatory class instructors in class?		Age			Total
		30 years and under	30-35 years	35 years and over	
Negatively Affected	Count	0	1	1	2
	% within How do the written evaluations of students directly affect the performance of preparatory class instructors in class?	0,0%	50,0%	50,0%	100,0%
	% of Total	0,0%	6,3%	6,3%	12,5%
Not Affected	Count	1	3	3	7
	% within How do the written evaluations of students directly affect the performance of preparatory class instructors in class?	14,3%	42,9%	42,9%	100,0%
	% of Total	6,3%	18,8%	18,8%	43,8%
Positively Affected	Count	1	3	3	7
	% within How do the written evaluations of students directly affect the performance of preparatory class instructors in class?	14,3%	42,9%	42,9%	100,0%
	% of Total	6,3%	18,8%	18,8%	43,8%
Total	Count	2	7	7	16
	% within How do the written evaluations of students directly affect the performance of preparatory class instructors in class?	12,5%	43,8%	43,8%	100,0%
	% of Total	12,5%	43,8%	43,8%	100,0%

The instructors who responded to the question "How do the written evaluations of students directly affect the performance of preparatory class instructors in class?" are grouped in terms of their age (group):

It is observed that one of the two participants who answered the question "Negatively Affected" is between the ages of thirty and thirty-five, and one is from the

age group of thirty-five years and over. 50% of the respondents who answered "Negatively Affected" and 6.3% of the total participants is between the ages of thirty and thirty-five; 50% of those who answered the question "Negatively Affected" and 6.3% of the total participants is in the age group of thirty-five years and above.

There are seven participants who answered "Not Affected" to the question, one of them is thirty years old and under, three of them are between thirty and thirty-five years old, and three of them are in the thirty-five years and over age group.

There are seven participants who answered "Positively Affected" to the question, one of them is thirty years old and under, three of them are between thirty and thirty-five years old and three of them are in the age group of thirty-five years and over. 14.3% of the respondents who answered "Positively Affected" and 6.3% of the total participants are thirty years or under. 42.9% of the respondents who answered "Positively Affected" to the question and 18.8% of the total participants are between the ages of thirty and thirty-five. 42.9% of those who answered the question "Positively Affected" and 18.8% of the total participants are in the age group of thirty-five years and over.

Among the sixteen instructors who participated in the interview, seven participants were not affected, and seven were positively affected. This shows that while 43.8% of the total participants were not affected", 43.8% were positively affected.

Table 22.
How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class? *Age

How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?		Age			
		30 years and under	30-35 years	35 years and over	Total
Negatively Affected	Count	1	3	3	7
	% within How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?	14,3%	42,9%	42,9%	100,0%
	% of Total	6,3%	18,8%	18,8%	43,8%
Not Affected	Count	1	1	1	3
	% within How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?	33,3%	33,3%	33,3%	100,0%
	% of Total	6,3%	6,3%	6,3%	18,8%
Positively Affected	Count	0	3	3	6
	% within How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?	0,0%	50,0%	50,0%	100,0 %
	% of Total	0,0%	18,8%	18,8%	37,5%
Total	Count	2	7	7	16
	% within How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?	12,5%	43,8%	43,8%	100,0%
	% of Total	12,5%	43,8%	43,8%	100,0%

The instructors who responded to the question “How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?” are grouped in terms of their age (group):

Among the seven participants who answered “Negatively Affected” to the question, one participant is thirty years old and under, three are between thirty and thirty-five years old, and three are thirty-five years old and over. 14.3% of those who answered “Negatively Affected”, 6.3% of the total participants are thirty years old or under. 42.9% of the respondents who answered “Negatively Affected” and 18.8% of the total participants are between the ages of thirty and thirty-five. 42.9% of those who answered the question “Negatively Affected” and 18.8% of the total participants are in the age group of thirty-five years and over.

There are three participants who answered “Not Affected” to the question, one of them is thirty years old and under, one of them is between thirty and thirty-five years

old, and one is in the age group of thirty-five years and over, and they constitute 18.8% of the total participants.

Three of the six participants who answered "Positively Affected" to the question are between the ages of thirty and thirty-five, and three of them are in the age group of thirty-five years and over. 50% of the respondents who answered "Positively Affected" and 18.8% of the total participants are between the ages of thirty and thirty-five; 50% of those who answered the question "Positively Affected" and 18.8% of the total participants are in the age group of thirty-five years and over.

It is obvious that mostly "Negatively Affected" answer was given to this question, and seven people who stated that they were negatively affected make up 43.8% of the total participants.

Table 23.
How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs? *Age

How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?		Age			Total
		30 years and under	30-35 years	35 years and over	
Positively Affected	Count	2	7	7	16
	% within How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?	12,5%	43,8%	43,8%	100,0%
	% of Total	12,5%	43,8%	43,8%	100,0%
Total	Count	2	7	7	16
	% within How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?	12,5%	43,8%	43,8%	100,0%
	% of Total	12,5%	43,8%	43,8%	100,0%

The instructors who responded to the question "How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?" are grouped in terms of their age (group):

It is observed that there are no participants who answered "Negatively Affected" or "Not Affected" to the question.

Of the sixteen participants who answered "Positively Affected" to the question, two are in the age group of thirty and under, seven of them are in the age group of thirty and thirty-five, and seven of them are in the age group of thirty-five and over. 12.5% of

those who answered “Positively Affected” to the question are thirty years old and under, 43.8% are thirty and thirty-five years old and 43.8% are thirty-five years old and over.

Table 24.
How do the written evaluations of students affect preparatory class instructors' long-term professional goals? *Age

How do the written evaluations of students affect preparatory class instructors' long-term professional goals?		Age			Total
		30 years and under	30-35 years	35 years and over	
Negatively Affected	Count	0	1	0	1
	% within How do the written evaluations of students affect preparatory class instructors' long-term professional goals?	0,0%	100,0%	0,0%	100,0%
	% of Total	0,0%	6,3%	0,0%	6,3%
Not Affected	Count	0	1	1	2
	% within How do the written evaluations of students affect preparatory class instructors' long-term professional goals?	0,0%	50,0%	50,0%	100,0%
	% of Total	0,0%	6,3%	6,3%	12,5%
Positively Affected	Count	2	5	6	13
	% within How do the written evaluations of students affect preparatory class instructors' long-term professional goals?	15,4%	38,5%	46,2%	100,0%
	% of Total	12,5%	31,3%	37,5%	81,3%
Total	Count	2	7	7	16
	% within How do the written evaluations of students affect preparatory class instructors' long-term professional goals?	12,5%	43,8%	43,8%	100,0%
	% of Total	12,5%	43,8%	43,8%	100,0%

The instructors who responded to the question “How do the written evaluations of students affect preparatory class instructors' long-term professional goals?” are grouped in terms of their age (group):

It is observed that there is only one participant who answered “Negatively Affected” to the question and this participant is in the age group between thirty and thirty-five years old.

There are two participants who answered “Not Affected” to the question, one of them is between the ages of thirty and thirty-five, and one of them is in the age group of thirty-five and over.

Of the thirteen participants who answered “Positively Affected” to the question, two are thirty years old or under, five are between thirty and thirty-five years old, and six are thirty-five years old and over. 15.4% of the respondents who answered “Positively Affected” and 12.5% of the total participants are thirty years old or under; 38.5% of

respondents and 31.3% of total respondents are between the ages of thirty and thirty-five; 46.2% of the respondents and 37.5% of the total respondents are in the age group of thirty-five years and over.

Among the sixteen instructors who participated in the interview, the participants in the age group of thirty-five and over were positively affected (Six participants, 37.5% of the sixteen participants).

Table 25.
How do the written evaluations of students affect preparatory class instructors' commitment to their professions? *Age

How do the written evaluations of students affect preparatory class instructors' commitment to their professions?		Age			
		30 years and under	30-35 years	35 years and over	Total
Negatively Affected	Count	0	1	1	2
	% within How do the written evaluations of students affect preparatory class instructors' commitment to their professions?	0,0%	50,0%	50,0%	100,0%
	% of Total	0,0%	6,3%	6,3%	12,5%
Not Affected	Count	1	2	1	4
	% within How do the written evaluations of students affect preparatory class instructors' commitment to their professions?	25,0%	50,0%	25,0%	100,0%
	% of Total	6,3%	12,5%	6,3%	25,0%
Positively Affected	Count	1	4	5	10
	% within How do the written evaluations of students affect preparatory class instructors' commitment to their professions?	10,0%	40,0%	50,0%	100,0%
	% of Total	6,3%	25,0%	31,3%	62,5%
Total	Count	2	7	7	16
	% within How do the written evaluations of students affect preparatory class instructors' commitment to their professions?	12,5%	43,8%	43,8%	100,0%
	% of Total	12,5%	43,8%	43,8%	100,0%

The instructors who responded to the question "How do the written evaluations of students affect preparatory class instructors' commitment to their professions?" are grouped in terms of their age (group):

Among the two participants who answered "Negatively Affected" to the question, one is between the ages of thirty and thirty-five, and the other is in the age group of thirty-five years and over. 50% of those who answered "Negatively Affected" and 6.3% of the total participants are between the ages of thirty and thirty-five; 50% of the

respondents and 6.3% of the total participants are in the age group of thirty-five years and over.

There are four participants who answered “Not Affected” to the question, one of them is thirty years old and under, two of them are between thirty and thirty-five years old and one of them is in the age group of thirty-five years and over.

Of the ten participants who answered “Positively Affected” to the question, one is thirty-five years old and under, four of them are between thirty and thirty-five years old, five of them are thirty-five years old and over. 10% of those who answered the question “Positively Affected” and 6.3% of the total participants are thirty years or under; 40% of respondents and 25% of total respondents are between the ages of thirty and thirty-five; 50% of the respondents and 31.3% of the total participants are in the age group of thirty-five years and over.

Among the sixteen instructors who participated in the interview, those who were positively affected are in the age group of thirty-five and over (Ten out of sixteen participants, 62.5% of the participants).

CHAPTER IV

DISCUSSION

The summary of findings will be elaborated in this part and discusses as regards to each research question, which are also stated in the introduction part as following:

1. Do students' criticisms affect the performance of instructors?
2. Do preparatory class instructors democratically and frankly accept student intrusion between them and their professional formation?
3. Are instructors positively affected in any sense to alter their formation in line with what is offered to them as suggestions?
4. What are the instructors' attitudes towards student written evaluations in terms of their gender, education level, work experience and age?

These questions investigate the perceptions of preparatory class instructors towards students' written evaluation on their teaching performances. The rich data and the results will be examined under four subheadings, which provide answers to all four-research questions.

4.1. Discussion of the Findings for Research Question 1: Do students' criticisms affect the performance of instructors?

The findings from the present study showed that criticisms of students affect all instructors' performance. Few instructors said that students' evaluations have a negeative effect on their performance. They consider evaluation day as a judgement day, so they feel anxious and stressed. Due to these emotional factors, teachers reported that they feel lack of motivation for their teaching practices. However, according to the collected data, most of the instructors claimed that they were affected positively from students' evaluations since they can understand mishaps about their teaching process better. Participants reported that the feedback they get from student evaluations aid them improve the effectiveness of their lesson plans, materials and activities. Hence, the findings of the study indicate both male and female instructors are affected directly or indirectly by students' evaluations.

In this regard, as seen in tables 3 and 9 (see in Chapter 4), both male and female instructors express that their students' evaluations have a direct impact on their performance; however, tables 4 and 10 prove that the indirect influence that their students put on their instructors' performance seems rather negative.

4.2. Discussion of the Findings for Research Question 2: Do preparatory class instructors democratically and frankly accept student intrusion between them and their professional formation?

As stated in the previous research question, minority of the instructors shared their discomfort in accepting student evaluation. On the other hand, nearly all instructors suggest that they are always open to criticism from their students as it is essential for their professional development. Besides, they do not take students' negative evaluations personally, they embrace every kind of criticism without any prejudice. In this sense, findings from Debroy, et al. (2019) support students' feedback on teacher performance by stating "should be involved in the evaluation of teachers and that student feedback ensures the overall faculty development in the institute and can be used as a tool for quality assurance." Therefore, the findings of the present study show correlation with the previously mentioned study.

From this point of view, tables 2, 8, 14 and 20 (see in Chapter 4) are found in parallel with the second research question. Analyzing these tables in details, it can be proposed that mostly instructors are negative when it comes to taking their students' evaluations into consideration and making alterations in their teaching styles in a democtaric and frank way.

4.3. Discussion of the Findings for Research Question 3: Are instructors positively affected in any sense to alter their formation in line with what is offered to them as suggestions?

Majority of instructors are eager to alter their formation in line with what is offered as suggestions. Thanks to students' evaluations, instructors have the opportunity to determine some of their long-term professional goals according to their students' needs. According to the data driven from the interviews, the overlapping advantage instructors gain from students' evaluation is discovering their students' needs. Participants 3 clearly states that (see in Appendix 9) "On my own behalf, I have taken the

advantage of these evaluations in my classes. Every term or every year I tried to adapt myself according to the needs of the learners," and he adds "Thus, in the future I might be able to understand the way most of the students think and act accordingly." Moreover, participant 4 highlights the point putting forward "I have set my professional goals after the almost fourth year of my experience as a teacher, so I am willing to be aware of the importance of feedback of course and I am willing to receive feedback and evaluation from students" (see in Appendix 9).

As clarified in tables 6, 12, 18 and 24 (see in Chapter 4), most of the instuctors perceive students'evaluation as a gateway to reflect upon their teaching and further develop themselves in long term.

4.4. Discussion of the Findings for Research Question 4: What are the instructors' attitudes towards student written evaluations in terms of their gender, education level, work experience and age?

When analysed, their answers reveal that there is no one truth in their utterances. While suggesting that they can tolerate the students' involvement in the evaluation process, almost many answers bear the words 'but', 'however', 'on the other hand', which displays the fact that the self of the instructor continuously transforms and there is more than one voice in any expression of an instructor. For example, participant 2 replies the first interview question stating "that's why I give high value of the student evaluation; however, the perception of the students is kind of judgement moment for them and it is easy to see this the way they act and it makes me upset" and the sixth interview question was responded by participant 16 as "I would even consider quitting teaching. On the other hand, written evaluations of our students motivate me a lot." Definitely, their individual experience under this new condition and various tones of voice become feedback to evaluate that there is in fact no change in the speakers. The meaning behind this is that one speaker speaks in contradicting voices and this does not represent or signify any truth at all. The only interpretation is that the actual current experience forces the speaker to claim newer self-identities all of which tell a story about themselves.

The research motive is found to be dominated by contradictions due to the changing and transformative character of the individuals, the instructors who participated in the research process. Being human beings, they are confronted with a new experience, which is a new event in their complacent lives. In their lives, they are defined as or given

the role as instructors which they have gladly undertaken as an ultimate identity. However, their identity is threatened by an emerging situation, which is the students' involvement in the process of their evaluation. Now it is time for them to be forced to disclaim their story of being ultimate authority in the classroom. They have to recreate a new story which would give meaning to their current experience. Now they have to become either tolerant, claiming a tolerant stance or they have to reject the new story and embrace their previous story and identity. The contradiction emerges at this point. If they resist the change, they would be interpreted as conservative as of their identity. However, if they accept the change, then their narrative identity would end in frustration because of the negative feedback that they might receive from their students. Participant 3 exemplifies this stating "for even the most experienced teachers, rarely it might cause some discomfort" and participant 7 agrees that "it might have an indirect effect on our patience and motivation. For example, there can be some cases which push our patience and this evaluation might be leading us to stay calm subtly."

The meaning which the instructors give to their actions, which is teaching in this case, is beyond any dispute that they are invincible and sole authority. This role which they willingly have taken has been their pride which has shaped their selves so far. Naturally, with such an honoured identity, they will try to preserve themselves as solid entities which does not need to change. However, the problem is that with student evaluation they are forced to change. Therefore, they are changed from the previous situation to the new situation. While being secure and comfortable in the previous situation, now they are insecure and uncomfortable, and even frightened, threatened and anxious. As participant 5 specifies that "it indirectly affects the performance of the instructors negatively as most of them feel stressed and uncomfortable and they may be afraid of making a mistake," and because of that "they may feel under pressure and it causes anxiety," they are not sure about their new role under the principles of the new situation. In addition to that, participant 14 confirms that "teachers subtly get the feeling that they should try harder and that whatever they do is not sufficient to meet the "customers' needs"," s/he also adds "as a consequence of this subtle feeling, teachers might lose their self-esteem, and feel inside that they are selling some kind of a service." This creates the threat of losing the meaning of their previous identity and they cannot foresee their new identity, which they are made to claim as their new role.

Fortunately, this new identity is not a threatening, negative one for the majority of the instructors who were interviewed in this study. The analytical evaluation of the data has clearly depicted some of the ways in which instructors perceive and understand the students' involvement in the evaluation process. To begin with, most of the instructors are incredibly tolerant about negative criticism by their students and they welcome any kind of criticism. For instance, participant 16 clarifies that "they may help us to look for more creative ways while teaching English. In this case, I can say that they trigger us to reflect on our teaching and improve ourselves constantly" and participant 13 puts forward "I think letting your audience observe and evaluate you can help you become better in your job, regardless of what kind of job you are doing." Instructors believe that such evaluations of students change their performance positively and increase their motivation. Definitely, they feel that student evaluation is a great contribution to their academic and professional development. Participant 11, for example, accepts the fact that the evaluations of his/her students "help me gain experience in ELT a lot," and participant 15 states that "These evaluations give me perspectives on the possible problems in class and I try to find ways to solve them." They claim that evaluation is an important tool in the hands of their students which can serve as a strong stimulator in their process of self-reflection as long as they are willing to appreciate all the feedback given by their students.

According to these instructors, students' evaluations create a fundamental necessity for them to change and become another self. Participant 16 sets forth that "They give us a sense of awareness about what works and what does not work during classes." Of course, it is not easy to be the one who is evaluated instead of being the one that evaluates every time. Even though they believe that they are ultimate and sole authority, they favour the idea of sharing this position with their students and accepting student intrusion between them and their professional formation. They allow their students to be active participants during learning procedure by giving them the chance to express their positive and negative opinions about their own learning process freely as participant 12 asserts "When the students observe the teacher cares about their feedback, they will appreciate it."

When the results of the analysis are considered, written evaluations of the students do not demotivate instructors. In fact, they give the instructors the opportunity to make sense of themselves through their symbolical beings not as the sole authority anymore but a facilitator who believes that his/her instructor self needs to change and

transform into a new self that is ready to embrace both constructive and destructive criticism coming from students. From now on, instructors try to discover a better version of themselves via evaluation of his/her students. Their ego centric existence supporting preservation of the God- like teacher being in class disappears and they prove that change is possible through the interaction between instructors and students.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

Instructors are found to be in readiness to accept that student evaluation is necessary and functional, and therefore, it is contributive. When data is analysed, sixteen participants are grouped in their answers to all six questions and grouping is done in numbers. In the light of four research questions of this study, the following interpretation has been made:

"Do students' criticisms affect the performance of instructors?"

"Do preparatory class instructors democratically and frankly accept student intrusion between them and their professional formation?"

"Are instructors positively affected in any sense to alter their formation in line with what is offered to them as suggestions?"

"What are the instructors' attitudes towards student written evaluations in terms of their gender, education level, work experience and age?"

For the first question that asks "How are the written evaluations of students being perceived by preparatory class instructors?", seven groups are found to have given different answers. The first group including participants 1 and 10 states that student feedback is essential for inexperienced instructors. The second group including participants 6, 8, 12, 15 and 16 is completely positive and optimistic about students' involvement. For instance, participant 12 affirms that "When you stay professional and try to distinguish which one is useful, you can benefit from the feedback, which directly affects your teaching and evaluating," and participant supports the idea stating "thanks to the written feedback of the forms, we can design better classes addressing the students' needs." The third group including 7, 9 and 13 finds students subjective and unreliable. The fifth group including participants 4, 5, 10 and 14 feels uncomfortable and even under stress. The sixth group including participants 2 and 3, takes it as a serious threat to their authority and calls it a judgement day or a moment. The last group including participant 11 favours only himself and nobody else as the sole authority. The analysis shows that

those who find student assessment of the instructors as subjective and unreliable is most in number. The group which has the lowest member believes that he is the ultimate authority.

For the second question which asks “How do the written evaluations of students directly affect the performance of preparatory class instructors in class?”, the following five groups are created. In the first group, participants 1, 6 and 14 claim that they are not directly affected from the evaluations of the students. The second group of participants 2 and 15 feels that they become upset and their rate of motivation decreases due to the possibility that they might receive any negative feedback. The third group, namely participants 3, 8, 10, 13 and 16 believe that generally inexperienced instructors are negatively affected by undesired student responses. The fourth group of participants 5, 9 and 11 believe that students’ feedback and evaluation forces them to take their lessons more seriously and they feel obliged to get prepared more carefully as participant 9 states that “if the instructor teaches in line with the students' evaluations, it is obvious that the lesson will be taught much more effectively.” The last one is the only group which takes the issue more positively and optimistically. Since the participants in this group, namely 4, 7 and 12, claim that “when the students observe the teacher cares about their feedback, they will appreciate it,” the group feels that students’ evaluation motives them and affects them positively since it leads them to improve themselves.

The third question “How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?” is answered by participants in again 5 groups. The first group of participants 3, 5, 11 and 14 feels high level of discomfort, anxiety and stress. The second group including participants 1, 2, 13 and 15 claims that their attitude towards students can change positively or negatively in accordance with students’ evaluation. The third group consisted of participants 4, 10 and 12 feels self-confident and claims that they will preserve their professional identity whatsoever the evaluation may point out themselves. Participants 7 and 8, namely the fourth group, consort to staying calm and deals with the situation by creating some friendly atmosphere with students. Only the last group, participants 6, 9 and 16, puts forward that they are open to change and they change by students’ evaluation positively, and they assert that “we can check our way of giving instructions or instant feedback,” and “they trigger us to reflect on our teaching and improve ourselves constantly.”

For the fourth question that asks “How do the preparatory class instructors perceive the relationship between students’ written evaluations and their learner beliefs?”, the following four groups are created. The first group of participants 3, 10 and 15 is found to be demanding. To them, students demand the instructor to alter the lesson according to his learning inclination. On the other hand, consisted of participants 1, 7, 8, 14 and 16, the second group claims that as long as there is communication between students and the instructor and if the students get on well with the instructor, no problem will emerge in class. The third group, including participants 4 and 7, believes that students who have established their goals clearly will eventually keep up with the requirements of the course. Finally, the last group which is composed of participants 2, 6, 9, 11, 12 and 13 shares the common belief that students become happy thinking that their ideas are valued and their voices are heard and they are somebody. For example, participant 2 suggests that “they have chance to let their voices be heard by the way of evaluation,” and also participant 13 agrees with the statement saying “it is important for them to see their voice is heard and their opinions matter.”

The fifth question “How do the written evaluations of students affect preparatory class instructors’ long-term professional goals?” reveals some surprising accumulation in answers. The first group of only participant 1 says that s/he is not affected much from students’ evaluation concerning long-term professional goals. The second group of only participant 2 claims that s/he is not affected by students’ written evaluations because s/he is not informed in detail about students’ evaluation forms. The third group including participants 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15 and 16 believes that students’ evaluation motivates and improves them to make projection towards the future goals. Participant 10 sets forth that “it is a kind of personal development issue for all teachers,” and participant 11 adds stating “the more positive and negative feedback I get, the more I become ready for the newcomers,” moreover, participant 15 believes that “in the long-term, I would like to be a very good teacher who has a solution to most of the problems I might encounter in the classroom.” The fourth group has only one participant and s/he says that s/he can even quit the job and look for another teaching position in another university if the students’ evaluation about her/him is negative.

The final question “How do the written evaluations of students affect preparatory class instructors’ commitment to their professions?” has received three categorical answers. In the first group including participants 1 and 9, it is believed that a balanced

and fair evaluation has positive effects and it is accepted unless it yields any low results. The second group, on the other hand, accepts the validity of such evaluation no matter how unfair and unobjective it may be. The components of this group are participants 4, 5, 6, 10, 12, 13 and 16, and participant 12 and 13 state that "if you are already committed to your work, it would not affect your commitment in a bad way. It may encourage you," and "I do not think a true professional instructor would take negative feedback as personal." The last group believes that students' evaluation never affects their professional commitment. They are the participants 2, 3, 7, 8, 11, 14 and 15.

When the results are evaluated within the realm of analysis, some significant findings show that some of the instructors reach at the conclusion that students' evaluation is not reliable and it does not yield any objective results. Thinking that students' evaluations are based on subjective responses, this majority group perceives student responses to be a burden on them. On the other hand, they believe that students should be given such a chance because students feel important about their contributions to such an evaluation. They believe that their voices are heard and most of instructors are in favour of giving students such an opportunity. The abovementioned information highlights a major contradiction: The instructors find students subjective, but they tend to give them the chance to join evaluation. Moreover, they believe that especially the performance of inexperienced instructors is directly affected by student evaluation while those who are not experienced are not. This tendency is towards creating an 'other' which they name as 'inexperienced' but none includes themselves within this category. A few instructors believe that inexperienced ones are affected by the students' evaluation, in fact. Some others believe that students' evaluation indirectly affects their performance. Such an understanding implies that they are under the pressure of student evaluation which they tend not to show openly. Even more, most of them claim that they are never affected by student evaluation, which is another contradiction with the findings above. Another group, on the other hand puts forward that they accept student evaluation as valuable. The majority of the instructors state that concerning their long-term goals, student evaluation improves them. The problem of many contradictions is an emergent crisis in the understanding of the real and innermost responses of the instructors towards student evaluation.

When the milestones of the analysis above are considered, it can be put forward that there is much emotional involvement of the instructors with the presence of students

during the evaluation process. Since being evaluated by students who have no authorization and capability in assessing their instructors, this emotional situation turns into sentimental reaction for the instructors. Sometimes this sentimentality shifts into such a point where they believe students should be given a democratic right to express themselves about the instructors' professional output. One common denominator within this interactive process is the fact that except for a few, instructors believe that they are vulnerable and student evaluation might reveal such vulnerability.

As well as the evaluation of employers on instructors, evaluation of students on instructors has gained importance throughout the years. Based on the answers that are given to the interview questions, most instructors claim that they are positively affected by student feedback since they can see their strengths and work on their weaknesses. Being an instructor, their profession and their career are highly important for these participants to preserve their self-image and self-value. At this point, being open to benefit from student evaluations appears as a form of strength for the majority of these participants. Hence, they tend to claim that they evaluate themselves and determine their future career goals better thanks to these students' evaluations.

All instructors try to preserve their status cool. The change means new probabilities some of which may become highly destructive and therefore undesired. The change also hints for a new role to be taken which is an insecure way of becoming. The new experience urges the instructor to become somebody else with whom s/he has not had any acquaintance beforehand. This new being which has emerged out of the interaction with students via their evaluation is alien to the instructor. However, the instructor can cope with such an alien entity if s/he considers students' evaluation as a motivator instead of a threat that puts her/him under stress.

Most of the instructors interviewed in this study emphasize that they are in favour of students' evaluations because students are given a democratic right to make their voice heard, so they can feel as an important part of learning process. Students can take the responsibility of their own learning and become active learners rather than being passive listeners. On the other hand, with the help of students' evaluations, instructors understand that they need to change for good and transform into what students want to see in him/her to some extent. This is the challenge of the instructors' ego but this also makes them become more tolerant towards the students.

5.2. Suggestions for Further Studies

The findings of the study have some pedagogical implications. Preparatory classes of both public and private universities can consider making use of student written evaluations to gather better insights on instructors' performance and to improve the ways of their teaching. In this way, the system of education at universities could be bettered and both students and instructors may benefit from this.

There are also some recommendations the researcher proposes for the further studies that can be carried out in this field.

1. For the commencement of the study, a reasonable amount of time must be devoted since the interviews or surveys necessitates a great deal of hard work prior to applying it. The stages should be organized well enough to prevent any deficiencies in the implementation of the interviews or surveys.

2. Instead of interviewing just sixteen instructors, the researcher can find more interviewees to get more data.

3. The researcher can ask more interview questions (more than six) to the interviewees.

4. The study might be implemented on different age groups.

5. The researcher can compare some public and private universities in terms of the effects of students' written evaluation on instructors. If the researcher increases the number of the universities, s/he can examine the study on a broader scale.

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APPENDICES

APPENDIX-1. Approved Form Of Ethical Committee

APPENDIX-2. Bilgilendirilmiş Onay Formu

(Gönüllü Katılım Formu*)

Sayın Katılımcı,

Bu çalışma Ufuk Üniversitesi- İngiliz Dili Eğitimi Bölümü'nde yürütülen bir araştırmadır. Bu çalışmanın amacı;

Atılım Üniversitesi Temel İngilizce Bölümü hazırlık sınıfı İngilizce öğretim görevlilerinin öğrencilerinin kendileriyle ilgili yaptıkları yazılı değerlendirmeleri nasıl algıladıklarını, bu değerlendirmeler sonucunda nasıl hissettiklerini ve öğretim görevlilerinin performansının bu değerlendirmelerden nasıl etkilendiğini bulmaktır. Ayrıca bu çalışma öğretim görevlileriyle ilgili öğrenciler tarafından yapılan yazılı değerlendirmelerden yola çıkarak öğrencilerin öğrenme inanışlarıyla ilgili öğretmen algısını incelemektedir.

Bu çalışmaya katılım tamamen gönüllük esasına dayalıdır. Eğer katılmayı kabul ederseniz, sizden konuyla ilgili altı sorudan oluşan bir adet röportaja sadece sesli olarak katılmanız istenecektir. Sizlerden toplanacak olan ses kayıtları aracılığıyla bazı verilere ulaşılacaktır. Bu röportajda bulunan sorulara lütfen olması gerektiğini düşündüğünüz biçimde değil, sizin düşüncelerinizi tüm gerçekliği ile yansıtacak biçimde cevap veriniz. Samimi ve içtenlikle vereceğiniz cevaplar çalışmanın sağlığı açısından çok önemlidir.

Sizden yapılacak röportajda kimliğinizi belirtmeniz istenmeyecektir. Röportajda verdiğiniz yanıtlar sadece araştırmanın amacına uygun olarak bilimsel açıdan kullanılacak ve gizli tutulacaktır.

Bu çalışmaya katılmayı kabul edebilir, reddedebilirsiniz ayrıca çalışmanın herhangi bir yerinde onayınızı çekme hakkına da sahipsiniz. Ancak sorulara sonuna kadar ve eksiksiz cevap vermeniz, bu araştırmanın geçerli olabilmesi için önem taşımaktadır.

Çalışma ile ilgili herhangi bir bilgi almak isterseniz, aşağıdaki elektronik iletişim adresinden ulaşabilirsiniz.

Araştırma Koordinatörü: (öğretim üyesinin ismi) Dr. Öğretim Üyesi Neslihan Özkan

e-posta adresi:

Araştırmacı: (öğrencinin ismi): Elif Elyıldırım

e-posta adresi:

Katılımınız ve ayırdığınız vakit için şimdiden teşekkür ederiz.

Katılımcı beyanı:

Araştırma ile ilgili yukarıdaki bilgiler bana aktarıldı. Bana yapılan tüm açıklamaları ayrıntılarıyla anlamış bulunmaktayım. Verdiğim bilgilerin bilimsel amaçlı yayınlarda kullanılmasını kabul ediyorum. Bu araştırmada 'katılımcı' olarak yer alma kararını aldım.

İsim Soyad:

İmza:

NOT: Bilgi ve kontak adresleri kısmı kesilerek sizlere verilecektir. İmza ve isim sadece çalışmaya gönüllü olarak katıldığınızı gösterir niteliktedir.

APPENDIX-3. Interview Questions

Interview Questions:

1. How are the written evaluations of students being perceived by preparatory class instructors?
2. How do the written evaluations of students directly affect the performance of preparatory class instructors in class?
3. How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?
4. How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?
5. How do the written evaluations of students affect preparatory class instructors' long-term professional goals?
6. How do the written evaluations of students affect preparatory class instructors' commitment to their professions?

APPENDIX-4. Demographic Features Of Participants

Participant 1: Female, has a master's degree, has 11 years of work experience, born in 1984.

Participant 2: Male, has a bachelor's degree, has 2 years of work experience, born in 1991.

Participant 3: Female, has a master's degree, has 5 years of work experience, born in 1992.

Participant 4: Female, has a master's degree, has 6 years of work experience, born in 1990.

Participant 5: Female, has a master's degree, has 3 years of work experience, born in 1984.

Participant 6: Female, has a master's degree, has 8 years of work experience, born in 1986.

Participant 7: Female, has a bachelor's degree, has 4 years of work experience, born in 1984.

Participant 8: Male, has a bachelor's degree, has 9 years of work experience, born in 1989.

Participant 9: Female, has a bachelor's degree, has 7 years of work experience, born in 1985.

Participant 10: Male, has a master's degree, has 7 years of work experience, born in 1985.

Participant 11: Female, has a master's degree, has 3 years of work experience, born in 1990.

Participant 12: Female, has a master's degree, has 3 years of work experience, born in 1992.

Participant 13: Female, has a master's degree, has 4 years of work experience, born in 1991.

Participant 14: Male, has a master's degree, has 7 years of work experience, born in 1989.

Participant 15: Female, has a bachelor's degree, has 12 years of work experience, born in 1985.

Participant 16: Male, has a bachelor's degree, has 7 years of work experience, born in 1988.

APPENDIX-5. Data Question-1

Question 1: How are the written evaluations of students being perceived by preparatory class instructors?

Participant 1: For experienced ones they are not important but for the new ones they are really crucial.

Participant 2: I think it is very important and I always get feedback from my students to understand them better and to change the things I do during my lessons to create a much better learning environment. So, that's why I give high value of the student evaluation; however, the perception of the students is kind of judgement moment for them and it is easy to see this the way they act and it makes me upset.

Participant 3: It does not actually affect my performance in a negative way as I told I can use it as a feedback thus I can change my teaching style or approach according to the needs of the students. But a novice teacher may be affected by the comments and the evaluation of the students. Inasmuch as they can see it as a threat to their job security.

Participant 4: For question 2, I would like to mention about it actually, so written evaluations cannot be seen by the teachers at our school but we are given a general score in our general academic year performance scale, so we can see if we got positive or negative feedback from the students in general during one academic year and of course if I receive a high score with that I feel more motivated and it definitely increases my self-esteem and I feel I am on the right path, I am doing the right thing and that is it.

Participant 5: It mostly helps instructors to be more prepared for the class and take their lessons more serious.

Participant 6: Students evaluations in our school, prep school are not directed to us unless something urgent happens I can say, so we do not know what they say or comment about us which is done by the school formally every quarter eight-week-period, at the end of the term we collect feedback from the students. But if you mean that the instructors on class evaluation, I mean end of course feedback, some instructors informally collect feedback from their students, so I do as well via Google forms or kind of a hand out, whatever.

Participant 7: In my case I do not think it has a direct effect on my performance because I have always had a good rapport with my students and I always want them to improve themselves. That is why I do my best in class.

Participant 8: As instructors, we know that these evaluations affect the performance grade, we try to come up with a solution whenever there is a problem or we try to avoid having problems with the students. In a sense, it affects the performance of an instructor in the classroom in a positive way.

Participant 9: Written evaluations are of great importance for the lessons to be more beneficial. However, the important point here is to make sure that the student is objective and gives correct answers. Because if students do not like the lesson or find it difficult, they will not make accurate and clear evaluations. If students make correct evaluations, these evaluations will greatly contribute to the lessons and the instructor's self-improvement.

Participant 10: Not the experienced but the new teachers usually try to act in a student friendly way to influence the students while doing their lessons as they think that they can lose their jobs if they have problems with the students.

Participant 11: After getting the first evaluation, I realized that my students had considered literally everything: from my energy in the lessons to the words I was using in the class. I feel like there was a jury and they were observing everything I did. That's why I started to be more careful even with my clothes that I put on before coming to the class. Moreover, they gave clues about their learning styles in the paper, so I considered all of them before setting my lessons up. I can say that the evaluations became sort of my guideline.

Participant 12: When you stay professional and try to distinguish which one is useful, you can benefit from the feedback, which directly affects your teaching and evaluating. When the students observe the teacher cares about their feedback, they will appreciate it.

Participant 13: Actually, I do not think they should directly affect our performance. Maybe if we were younger, they would change our opinions about the class. But we need to be better than the students and instead of taking it personally, we should see them as feedback. Yet, in some ways it might affect our confidence. In the end we should always

do our best and try to have a good rapport with students in accordance with the school rules.

Participant 14: As far as I am concerned, written evaluations of students about instructor performances may give an idea about how the teacher is performing in classes, which happens very rarely in my case. Of course, any teacher can take the students' comments into consideration if the comments are worth considering (if they are constructive). However, in my case, it is a potential factor in decreasing the instructor's (my) motivation since it stresses me out just to think of what if any student in any way has written some negative comments about my teaching or attitude in class. Even one negative comment could lead to a private talk in the "office", which can easily cause concerns about losing my job, or could lead to a continuous anxiety and lower level of self-confidence.

Participant 15: They can make me feel uncomfortable or even upset if they are mostly negative, but they mostly make me reflect on my teaching and see what I do not do so well so that I can change those and help students get the most out of the lessons.

Participant 16: For my own behalf, I support teacher evaluation forms since they provide students for having a voice on their own education. It reinforces the democratic atmosphere in our institution; thus, it motivates students and help them feel responsible for their own learning. Also, they help us, the teachers a lot because the evaluations inform us about our weaknesses and strengths. As a result, thanks to the written feedback of the forms, we can design better classes addressing the students' needs.

APPENDIX-6. Data Question-2

Question 2: How do the written evaluations of students directly affect the performance of preparatory class instructors in class?

Participant 1: Teachers generally do not know the results, so they are not affected.

Participant 2: How much I try not to be affected by it, yet I feel nervous because of my teaching is assessed by students with inappropriate questions that they can do it effectively and I don't believe it is done to make a teacher better. Therefore, I keep continue to teach unmotivatedly that evaluation day.

Participant 3: It does not actually affect my performance in a negative way as I told I can use it as a feedback thus I can change my teaching style or approach according to the needs of the students. But a novice teacher may be affected by the comments and the evaluation of the students. Inasmuch as they can see it as a threat to their job security.

Participant 4: For question 2, I would like to mention about it actually, so written evaluations cannot be seen by the teachers at our school but we are given a general score in our general academic year performance scale, so we can see if we got positive or negative feedback from the students in general during one academic year and of course if I receive a high score with that I feel more motivated and it definitely increases my self-esteem and I feel I am on the right path, I am doing the right thing and that is it.

Participant 5: It mostly helps instructors to be more prepared for the class and take their lessons more serious.

Participant 6: Student evaluations in our school, prep school are not directed to us unless something urgent happens I can say, so we do not know what they say or comment about us which is done by the school formally every quarter eight-week-period, at the end of the term we collect feedback from the students. But if you mean that the instructors on class evaluation, I mean end of course feedback, some instructors informally collect feedback from their students, so I do as well via Google forms or kind of a hand out, whatever.

Participant 7: In my case I do not think it has a direct effect on my performance because I have always had a good rapport with my students and I always want them to improve themselves. That is why I do my best in class.

Participant 8: As instructors, we know that these evaluations affect the performance grade, we try to come up with a solution whenever there is a problem or we try to avoid having problems with the students. In a sense, it affects the performance of an instructor in the classroom in a positive way.

Participant 9: I think this will be effective for the instructor. Because the aim of a lesson is to benefit the students and if the instructor teaches in line with the students' evaluations, it is obvious that the lesson will be taught much more effectively.

Participant 10: Not the experienced but the new teachers usually try to act in a student friendly way to influence the students while doing their lessons as they think that they can lose their jobs if they have problems with the students**.**

Participant 11: After getting the first evaluation, I realized that my students had considered literally everything: from my energy in the lessons to the words I was using in the class. I feel like there was a jury and they were observing everything I did. That's why I started to be more careful even with my clothes that I put on before coming to the class. Moreover, they gave clues about their learning styles in the paper, so I considered all of them before setting my lessons up. I can say that the evaluations became sort of my guideline.

Participant 12: When you stay professional and try to distinguish which one is useful, you can benefit from the feedback, which directly affects your teaching and evaluating. When the students observe the teacher cares about their feedback, they will appreciate it.

Participant 13: Actually, I do not think they should directly affect our performance. Maybe if we were younger, they would change our opinions about the class. But we need to be better than the students and instead of taking it personally, we should see them as feedback. Yet, in some ways it might affect our confidence. In the end, we should always do our best and try to have a good rapport with students in accordance with the school rules.

Participant 14: I usually try my best to ignore my students' written evaluations, whether positive or negative, since I already consider myself as a self-motivated teacher whose only concern is to provide an ideal (to the most possible extent) learning environment, which is not even appreciated by upper circle people. Sometimes my students tell me that they wrote very positive comments about me onto the evaluation form, and I still ignore

it, since it only tells me that I have managed to establish successful communication with my students, but doesn't give much info about my performance. If I took the evaluations into consideration, it would lower my performance in class, though.

Participant 15: They can make me feel uncomfortable or even upset if they are mostly negative, but they mostly make me reflect on my teaching and see what I do not do so well so that I can change those and help students get the most out of the lessons.

Participant 16: To be honest, they affected me badly when I was an inexperienced, new instructor. I would feel insecure and unhappy on evaluation days. Moreover, I would not want to go to work on those days. I think I did not use to like being criticized by my students. I would consider myself as a perfect creature. However, seven years passed at this university and I changed my mind. I am experienced instructor now and I strongly believe that these written evaluations have positive effects on us – the instructors. They give us a sense of awareness about what works and what does not work during classes. So, for myself I can say that I feel a lot more confident in each technique I apply for my classes because I know what I do and I know that it meets my students' needs. Though I am not always one hundred percent sure about what I do, I am sure that my confidence is reflected on the students. Thus, both teaching and learning processes have benefitted from these evaluation forms a lot.

APPENDIX-7. Data Question-3

Question 3: How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?

Participant 1: If they know the results, their behaviour may change to the class according to the results.

Participant 2: It affects a teacher's motivation indirectly, but it is also good to know what they think of the teacher to improve her/himself as teaching or attitude maybe. I am not sure about the subtly one. Maybe for novice teachers, it can go for.

Participant 3: I cannot say that it is a subtle thing when you think it as a chance to hear the inner voices of the students. Thus, for even the most experienced teachers, rarely it might cause some discomfort. I mean not the student itself but the way he or she writes in the evaluation. As all of us know that students might get cruel while criticizing their teachers.

Participant 4: For question three I think that the indirect effects are more obvious in the long-term. The written evaluations of students increase or decrease motivation and self-esteem of an instructor generally immediately. However, as a nine-year experienced teacher I have got the feeling that I know what I am doing and I have received enough feedback to be -you know- sure about my opinions about my profession so it does not affect me very much indirectly.

Participant 5: I believe it indirectly affects the performance of the instructors negatively as most of them feel stressed and uncomfortable and they may be afraid of making a mistake. They may feel under pressure and it causes anxiety.

Participant 6: We know that we are aware of the fact that the students evaluate us, it indirectly affects our performance because the students also give us feedback about their pedagogical content knowledge, or let's say, we can give ourselves a kind of fine tune our performance, we need to maybe change a perspective, maybe we always do pair work, but students are too shy or introverted, so we can change the way of in class student interaction pattern or we can change our instruction patterns. We can check our way of giving instructions or instant feedback, sometimes it can affect us indirectly like that.

Participant 7: I am not sure, but it might have an indirect effect on our patience and motivation. For example, there can be some cases which push our patience and this evaluation might be leading us to stay calm subtly.

Participant 8: Even if there are no problems in the classroom as the instructors try to avoid them, it actually helps create friendly atmosphere in the classroom.

Participant 9: Student evaluations can make a difference in an instructor's performance. The instructor can change the method in line with these evaluations. Because the instructor always takes the most accurate results if the lesson is focused on the students' evaluations and thoughts.

Participant 10: Actually, it is about the experience level of the teachers. If the teachers are self-confident professionals, they know what they need to do, the results of any written evaluation won't affect their performance as they do not care what the students will write about them.

Participant 11: At first, while I was thinking about the evaluations, I felt anger inside me but in time I understood they were directing processes for me. They, indirectly, affected me as a self-regulator. I – I don't know how come- found myself checking even my words before talking. I always try to calculate the consequences reflected in the written evaluations so, I can say that they affected me in both negative and positive way. Positive because I could modify my lessons, negative because I secretly became paranoid. Of course, at the end, the positive ones outweighed the negative ones.

Participant 12: Again, it is important to stay professional. As long as the teacher tries to benefit from the feedback and stays objective to improve herself/himself, it is very useful.

Participant 13: I believe it has a direct influence over the teacher's motivation. Of course, there are many other things that affect our motivation, for example working environment and salary etc., but as a teacher it makes me happy to see that my students are happy in this environment I created. Obviously if they are not happy with it, I try to change this environment and my attitude accordingly depending of the feedback.

Participant 14: This whole student evaluation thing is about students being customers and buying some kind of teaching service from a private university. Teachers subtly get the feeling that they should try harder and that whatever they do is not sufficient to meet

the “customers’ needs”. As a consequence of this subtle feeling, teachers might lose their self- esteem, and feel inside that they are selling some kind of a service. Teaching is beyond numbers, evaluations, and it is not so easy to evaluate by any means.

Participant 15: I think feeling upset could be the way they indirectly affect me. This feeling may affect my attitude towards the students without knowing. After a while, I understand that it’s not worth dwelling on much longer and everything goes back to normal.

Participant 16: They may cause some second thoughts on the possible ways to do our classes. However, even if these second thoughts create hesitations, I believe these thoughts lead us to think about alternative ways to transfer the information to our students. Therefore, they may help us to look for more creative ways while teaching English. In this case, I can say that they trigger us to reflect on our teaching and improve ourselves constantly.

APPENDIX-8. Data Question-4

Question 4: How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?

Participant 1: Mostly students do not like strict teachers and when the teachers want them to obey the rules, they give low points, so as experienced teachers we know that there is little relationship between learner beliefs.

Participant 2: I think they feel more important or cared themselves, so they have chance to let their voices be heard by the way of evaluation. Their feedback can change something of a teacher for their learning process. That's why they have a close relationship.

Participant 3: I think there is a close relationship between the evaluation and the learning styles. I will again mention the feedback part. They want to evaluate the teacher according to their way of learning and want the teacher change according to their will to learn in a better or fun way. That might be the relationship between these two.

Participant 4: Students who are more motivated and more willing to cooperate during the lessons are of course more positive while evaluating the lessons. Students who are not participating, who are being at school only physically do not even care to hand in a written evaluation. This is the short answer for that, but I can clearly see also that students who have long-term career plans for their lives, who are willing to use English more in their you know future life, they take care of the problems, they try to solve the problems, they try to help instructors' to solve the problems like possible problems they face during the lesson, so their written evaluations are more objective and more like trying to contribute for the goodness of the education in school.

Participant 5: Most of the instructors may have a belief that only instructors may evaluate their students' performance as they experienced in this way when they were students. Because of this belief, they may find students' written evaluation intimidating or threatening**.**

Participant 6: Of course, every student's belief is reflected. If they have a kind of growth mindset, also it reflects itself in the feedback or in the evaluation as well, I think.

Participant 7: I believe that there are students who are conscious about their learning and learning style and I believe in the sincerity of their evaluations. But when something is taken personally by the student, I am not sure the evaluation shows a fair result.

Participant 8: I believe that students evaluate their teachers according to the type of communication they have in the classroom. If they get on well with the teacher, they just give the points without even caring about the criteria.

Participant 9: This actually depends entirely on the professional trust between the instructor and the student. If the instructor trusts the students' evaluations, this will not have a negative effect on her/him. Because in an effective classroom environment, not only the instructor should evaluate the student, but also the students should have a word to say about their instructors, this evaluation should be mutual. If the trainer receives sincere and accurate evaluations, this should have a positive impact on her/his performance. At the same time, if the students see that their evaluations gained importance in the lesson, this motivates them. Because in this case, students are also included in the process and, this is the most critical and important approach to the impact of education.

Participant10: Generally, the instructors think that the students have had a learning style since the beginning of their education life. The instructors are aware of it and they know that each student wants to have a lesson which is related to his or her learning skills. The instructors generally know that when they do not understand the lesson, they can be cruel in written evaluation. Therefore, the teachers try to have a balance.

Participant 11: We became much closer as they think they have a chance to say something and that something is listened and applied by their instructor. Their enthusiasm towards writing an evaluation increased so much. If you had a chance to ask my students' opinions about the next lesson, I strongly believe they would say they would see lots of things in the class that they mentioned in the evaluation sheet. As they know how I am going to modify my lesson plans according to their evaluations, they now know how to modify their study habits and learning styles, too.

Participant 12: Students tend to think they have no effect on the system. I think this evaluation can be seen as a good start to show them they matter. When they think their ideas are valued, it creates a bond between the student and instructors.

Participant 13: I believe students evaluating the instructor also help them evaluate themselves and their learning process as well. Also, it is important for them to see their voice is heard and their opinions matter. This might create a bond between the school instructors and students. It might also be better for the instructor to see the students' point of view instead of their colleagues.

Participant 14: I think there is a close relationship between students' written evaluations and their learner beliefs. When the students like their teachers in some way, - e.g. if the students don't like being active in class, and the teacher is ignoring their level of activity- this will lead to top band score in written evaluations. However, another teacher prefers showing more effort in motivating the students' level of activity, constantly giving them feedback about their performances, giving them remedial and individual activities to close the gap. That teacher might turn out to be a "bad teacher" and get very negative comments considering the student profile dimensions.

Participant 15: In my opinion there is a strong relationship between them. If a student thinks the instructor's teaching practices don't help him/her learn, it's mostly about their learning style. Thus, these written evaluations give me information about the student's learning styles and I can integrate different activities in a lesson to cater for different learning styles.

Participant 16: For sure, there is a close relationship between these evaluations and the students' beliefs on learning strategies. These evaluations tell a lot about the students' learning styles and also their false beliefs about their own learning, and I think this directs us well about where the students need guidance. I don't know if this goes for everyone but for me, they are quite useful to see where I can guide the students about their own learning.

APPENDIX-9.Data Question-5

Question 5: How do the written evaluations of students affect preparatory class instructors' long-term professional goals?

Participant 1: Not much.

Participant 2: Since I started to teach at this university, I have never got the results of the evaluations to do such a thing. I generally get feedback from my students how they feel or what they think of the things I do or the way I do. I am already a reflective teacher so that I don't need it, as well. Well, as we all can understand that it is meaningless when it is not shared with the teachers.

Participant 3: The evaluation does have a positive effect on teachers' long-term professional goals. On my own behalf I have taken the advantage of these evaluations in my classes. Every term or every year I tried to adapt myself according to the needs of the learners. Thus, in the future I might be able to understand the way most of the students think and act accordingly.

Participant 4: I have been teaching English for nine years and especially during my first two-three years I demanded letters from students evaluating me, the lesson etc. Those were really useful for me to get in shape in terms of classroom management and taking students' needs into consideration. Nowadays I feel like I am more able to manipulate students to be honest, so I am aware of the students and their needs and perceptions more or less and their evaluation does not have a huge impact on me directly or immediately. I have set my professional goals after the almost fourth year of my experience as a teacher, so I am willing to be aware of the importance of feedback of course and I am willing to receive feedback and evaluation from students. They will always help me to see if I am on the right path or not, but also, I can say that you know the students who love you, they love you anyhow, so their written evaluations are in a direct proportion with their beliefs or feelings about the instructors.

Participant 5: In terms of long-term goals, if they do not feel comfortable during the class, they may find some ways to improve themselves professionally. They may get master's degree if they don't have or they may join some teaching courses which help them to be more confident in the classroom.

Participant 6: It affects positively, must affect positively. Every teacher, if they say that they are a teacher, they should have a growth mindset and they should have a kind of perceived developmental beliefs they should have, their own monthly, termly or annual goals, so students' feedback posits itself somewhere very special, very important because students are in the centre of our learning and teaching system.

Participant 7: As long as the results of the evaluations are fair and are not kept confidential, they would have a motivational effect, like trying to improve oneself by getting on that specific topic, etc.

Participant 8: I think all teachers have their own way of teaching in the classroom and sometimes this way of teaching may not be right one, so getting feedback on their teaching helps them improve themselves and may be help them to improve their planning or the way they behave in the classroom in a positive way which would eventually help them improve themselves.

Participant 9: I think that student evaluations will have a positive effect on the long-term professional life of the instructor. Speaking for myself, at the beginning of each academic year, I will prepare an education plan taking my students' comments into account. This allows me and my students to have a more beneficial academic year.

Participant 10: It is a kind of personal development issue for all teachers. It should affect the long-term goals of the teachers if they have problems according to the evaluations, but of course it is not the only matter in professional development.

Participant 11: Every different written evaluation means different learning styles. The more positive and negative feedback I get, the more I become ready for the newcomers. I can understand my students' needs and desires more and more easily every year even without spending enough time with them. They help me gain experience in ELT a lot.

Participant 12: I believe it enables the teacher to be realistic about their teaching and their characteristic even. When the teacher gets the same feedback for a long time, it means that it's time to thinks about his/her teaching in a realistic way.

Participant 13: I think letting your audience observe and evaluate you can help you become better in your job, regardless of what kind of job you are doing. We can use this feedback to see their perspective and maybe in the future we can use different materials

in the class in accordance with their interests. Because motivation is crucial for the students, we should do our best to make our class fit their needs and interests.

Participant 14: Depending on the number and level of negative comments I receive about my performance in the evaluation forms, I might think of quitting the job, and looking for another teaching position in another university.

Participant 15: In the long-term, I would like to be a very good teacher who has a solution to most of the problems I might encounter in the classroom. These evaluations give me perspectives on the possible problems in class and I try to find ways to solve them. As the time passes, I will hopefully have more ideas and solutions related to those problematic areas.

Participant 16: As long as the institution share the results with us directly or indirectly, the evaluations help us to decide on a path about our teaching and give different clues about the areas where we need improvement. Every different feedback we get thanks to the evaluations helps us to be more flexible teachers who can adapt to different students and their needs in the long run. I feel like they help me a lot since they can prevent fossilization of my errors and keep me alert about where I need a change.

APPENDIX-10. Data Question-6

Question 6: How do the written evaluations of students affect preparatory class instructors' commitment to their professions?

Participant 1: If the results are always low somehow it may affect, but if there is a balance in results it won't affect.

Participant 2: Never ever! It never affects my commitment to this job because I give a great value to be a teacher and every time I see the light I share with them in their minds, souls and eyes, I give more of myself. Thus, just an evaluation does not make sense for me to get affected in a bad way.

Participant 3: I think this does not affect my commitment to my profession because it is already my passion and I might have some points to improve like everybody. Thus, there will be no changes, I guess.

Participant 4: I'd love to hear more brutal, honest opinions and I received them from the students actually. Although the more positive evaluation one gets, the more he or she feels secure. However, I think you know, so called negative feedback or written evaluations shapes the teacher most I think. Overall, the commitment and written evaluations are indirectly proportional to each other, so if a teacher is more committed to his/her profession, s/he will be more willing to receive feedback or written evaluation from the students.

Participant 5: As l mentioned before, the written evaluation of students may help them to see their weak points to improve and they may take an action to solve this problem, or it can help them to realize a weak point to improve that they haven't realized before.

Participant 6: It is a tricky question. Again, it is all about teachers' growth mindset I think. Commitment to work all depends on the teachers' perspective and belief, so we can talk about teacher beliefs here. It should have a positive effect I think, in my all opinion. That is all from me. I hope you have found it useful, beneficial for your study. I wish all the best and good luck.

Participant 7: Again, as long as the results of the evaluations are fair, they would have a positive effect on the commitment to our profession. But I do not think an instructor

should be committed to her or his profession because of the evaluations but for the sake of their students.

Participant 8: Depending on the type of feedback they get from the students, their commitment might be affected negatively or positively, so the important point is to take these evaluations as a learning point and try to improve their teaching.

Participant 9: As I mentioned above, if these evaluations are given by the students in a sincere and reliable way, they will have a positive effect on the course of the instructor. The student should not make an unfair evaluation and the instructor should not take these evaluations personally. Because sometimes the instructors misunderstand the evaluations made by the students. If both sides complete this process properly, they will feed the instructor's commitment. Because the instructors develop themselves, it becomes more beneficial for their students. therefore, this will positively affect the commitment to their profession. The teaching process is not a static process; on the contrary, it is a process open to continuous improvement and innovation.

Participant 10: If there are regular problems which are set by different students in different periods, and the instructors cannot cope with the problems, they can even give up teaching. Actually, it must be a good indicator for them to notice their problems as generally the instructors have different level courses and encounter different students in each term.

Participant 11: Evaluations are important for improving my work not downgrading. There is literally no relation between my commitment and their kind of bad comments. That is what professional teachers do. As long as I can hear the sound ‘Hımmm I understand now’, there is no going back and looking behind.

Participant 12: If you are already committed to your work, it would not affect your commitment in a bad way. It may encourage you.

Participant 13: Feedback is very important whether you are a student or a teacher. I think getting positive feedback after showing all you’ve got motivates you so much that you become a more committed person. Sometimes negative feedback can be a bit discouraging but we should use it to change ourselves because nobody is perfect and negative feedback is a part of this job too. I do not think a true professional instructor would take negative feedback as personal.

Participant 14: As far as my experience goes, it potentially affects my commitment to my profession negatively since in my opinion teaching is a profession that requires constant inner self check and perpetual existence of conscience, which cannot be evaluated, but can be planted into the hearts of citizens of the globe.

Participant 15: They don't affect my commitment to my profession negatively. I already love being a teacher. They even make me become a better teacher day by day.

Participant 16: In some private universities people feel insecure about losing their job for any negative feedback coming from students or administrative staff. However, we are lucky that our institution is not very strict and cruel about it. If it behaved me rudely because of some negative evaluations of students, I would leave it and find another university to work. I would even consider quitting teaching. On the other hand, written evaluations of our students motivate me a lot because they remind me that I am working with humans, and learning and teaching are both interactive processes. Therefore, there is nothing static or mundane, you should update yourself according to time and the students. Thanks to my students' positive and negative feedback, my commitment to my profession is increasing day by day.

APPENDIX-11. Interview With Participant-1

1. **How are the written evaluations of students being perceived by preparatory class instructors?**

For experienced ones they are not important but for the new ones they are really crucial.

2. **How do the written evaluations of students directly affect the performance of preparatory class instructors in class?**

Teachers generally do not know the results, so they are not affected.

3. **How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?**

If they know the results, their behavior may change to the class according to the results.

4. **How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?**

Mostly students do not like strict teachers and when the teachers want them to obey the rules, they give low points, so as experienced teachers we know that there is little relationship between learner beliefs.

5. **How do the written evaluations of students affect preparatory class instructors' long-term professional goals?**

Not much.

6. **How do the written evaluations of students affect preparatory class instructors' commitment to their professions?**

If the results are always low somehow it may affect, but if there is a balance in results it won't affect.

APPENDIX-12. Interview With Participant-2

1. **How are the written evaluations of students being perceived by preparatory class instructors?**

I think it is very important and I always get feedback from my students to understand them better and to change the things I do during my lessons to create a much better learning environment. So, that's why I give high value of the student evaluation; however, the perception of the students is kind of judgement moment for them and it is easy to see this the way they act and it makes me upset.

2. **How do the written evaluations of students directly affect the performance of preparatory class instructors in class?**

How much I try not to be affected by it, yet I feel nervous because of my teaching is assessed by students with inappropriate questions that they can do it effectively and I don't believe it is done to make a teacher better. Therefore, I keep continue to teach unmotivatedly that evaluation day.

3. **How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?**

It affects a teacher's motivation indirectly, but it is also good to know what they think of the teacher to improve her/himself as teaching or attitude maybe. I am not sure about the subtly one. Maybe for novice teachers, it can go for.

4. **How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?**

I think they feel more important or cared themselves, so they have chance to let their voices be heard by the way of evaluation. Their feedback can change something of a teacher for their learning process. That's why they have a close relationship.

5. **How do the written evaluations of students affect preparatory class instructors' long-term professional goals?**

Since I started to teach at this university, I have never got the results of the evaluations to do such a thing. I generally get feedback from my students how they feel or what they think of the things I do or the way I do. I am already a reflective teacher so that I don't need it, as well. Well, as we all can understand that it is meaningless when it is not shared with the teachers.

6. **How do the written evaluations of students affect preparatory class instructors' commitment to their professions?**

Never ever! It never affects my commitment to this job because I give a great value to be a teacher and every time I see the light I share with them in their minds, souls and eyes, I give more of myself. Thus, just an evaluation does not make sense for me to get affected in a bad way.

APPENDIX-13. Interview With Participant-3

1. **How are the written evaluations of students being perceived by preparatory class instructors?**

As an experienced teacher I do perceive the evaluation of the students as a serious matter. But of course, as a kind of feedback from them. This is so normal in my classes to get feedback from my own students. Thus, the evaluation of the teacher, that is me, is a good thing but the evaluation survey questions must be carefully prepared. It should not be seen as the judgement day of the teacher in the eyes of the students.

2. **How do the written evaluations of students directly affect the performance of preparatory class instructors in class?**

It does not actually affect my performance in a negative way as I told I can use it as a feedback thus I can change my teaching style or approach according to the needs of the students. But a novice teacher may be affected by the comments and the evaluation of the students. Inasmuch as they can see it as a threat to their job security.

3. **How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?**

I cannot say that it is a subtle thing when you think it as a chance to hear the inner voices of the students. Thus, for even the most experienced teachers, rarely it might cause some discomfort. I mean not the student itself but the way he or she writes in the evaluation. As all of us know that students might get cruel while criticizing their teachers.

4. **How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?**

I think there is a close relationship between the evaluation and the learning styles. I will again mention the feedback part. They want to evaluate the teacher according to their way of learning and want the teacher change according to their will to learn in a better or fun way. That might be the relationship between these two.

5. **How do the written evaluations of students affect preparatory class instructors' long-term professional goals?**

The evaluation does have a positive effect on teachers' long-term professional goals. On my own behalf I have taken the advantage of these evaluations in my classes. Every term or every year I tried to adapt myself according to the needs of the learners. Thus, in the future I might be able to understand the way most of the students think and act accordingly.

6. **How do the written evaluations of students affect preparatory class instructors' commitment to their professions?**

I think this does not affect my commitment to my profession because it is already my passion and I might have some points to improve like everybody. Thus, there will be no changes, I guess.

APPENDIX-14. Interview With Participant-4

1. **How are the written evaluations of students being perceived by preparatory class instructors?**

For question 1, I can say that I believe that they are important to provide students' perceptions towards teachers' lesson and classroom interaction. Generally, students who love the instructor are willing to support their teacher and write positive feedback about the class and teacher they are aware that these written evaluations are demanded by the management and so they are behaving like the supporters of the instructors. And yes, these written evaluations are important part of performance evaluation, so it of course makes me feel good towards the management when I receive positive written evaluations from the students.

2. **How do the written evaluations of students directly affect the performance of preparatory class instructors in class?**

For question 2, I would like to mention about it actually, so written evaluations cannot be seen by the teachers at our school but we are given a general score in our general academic year performance scale, so we can see if we got positive or negative feedback from the students in general during one academic year and of course if I receive a high score with that I feel more motivated and it definitely increases my self-esteem and I feel I am on the right path, I am doing the right thing and that is it.

3. **How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?**

For question three I think that the indirect effects are more obvious in the long-term. The written evaluations of students increase or decrease motivation and self-esteem of an instructor generally immediately. However, as a nine-year experienced teacher I have got the feeling that I know what I am doing and I have received enough feedback to be -you know- sure about my opinions about my profession so it does not affect me very much indirectly.

4. **How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?**

Students who are more motivated and more willing to cooperate during the lessons are of course more positive while evaluating the lessons. Students who are not participating, who are being at school only physically do not even care to hand in a written evaluation. This is the short answer for that, but I can clearly see also that students who have long-term career plans for their lives, who are willing to use English more in their you know future life, they take care of the problems, they try to solve the problems, they try to help instructors' to solve the problems like possible problems they face during the lesson, so their written evaluations are more objective and more like trying to contribute for the goodness of the education in school.

5. **How do the written evaluations of students affect preparatory class instructors' long-term professional goals?**

I have been teaching English for nine years and especially during my first two-three years I demanded letters from students evaluating me, the lesson etc. Those were really useful for me to get in shape in terms of classroom management and taking students' needs into consideration. Nowadays I feel like I am more able to manipulate students to be honest, so I am aware of the students and their needs and perceptions more or less and their evaluation does not have a huge impact on me directly or immediately. I have set my professional goals after the almost fourth year of my experience as a teacher, so I am willing to be aware of the importance of feedback of course and I am willing to receive feedback and evaluation from students. They will always help me to see if I am on the right path or not, but also, I can say that you know the students who love you, they love you anyhow, so their written evaluations are in a direct proportion with their beliefs or feelings about the instructors.

6. **How do the written evaluations of students affect preparatory class instructors' commitment to their professions?**

I'd love to hear more brutal, honest opinions and I received them from the students actually. Although the more positive evaluation one gets, the more he or she feels secure. However, I think you know, so called negative feedback or written evaluations shapes the teacher most I think. Overall, the commitment and written evaluations are indirectly

proportional to each other, so if a teacher is more committed to his/her profession, s/he will be more willing to receive feedback or written evaluation from the students.

APPENDIX-15. Interview With Participant-5

1. **How are the written evaluations of students being perceived by preparatory class instructors?**

Most of the time, I don't feel comfortable, as l cannot be %100 percent natural during class. On the other hand, it helps us to get feedback from our students which is a great way to improve our teaching skills.

2. **How do the written evaluations of students directly affect the performance of preparatory class instructors in class?**

It mostly helps instructors to be more prepared for the class and take their lessons more serious.

3. **How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?**

I believe it indirectly affects the performance of the instructors negatively as most of them feel stressed and uncomfortable and they may be afraid of making a mistake. They may feel under pressure and it causes anxiety.

4. **How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?**

Most of the instructors may have a belief that only instructors may evaluate their students' performance as they experienced in this way when they were students. Because of this belief, they may find students' written evaluation intimidating or threatening.

5. **How do the written evaluations of students affect preparatory class instructors' long-term professional goals?**

In terms of long-term goals, if they do not feel comfortable during the class, they may find some ways to improve themselves professionally. They may get master's degree if they don't have or they may join some teaching courses which help them to be more confident in the classroom.

6. How do the written evaluations of students affect preparatory class instructors' commitment to their professions?

As l mentioned before, the written evaluation of students may help them to see their weak points to improve and they may take an action to solve this problem, or it can help them to realize a weak point to improve that they haven't realized before.

APPENDIX-16.Interview With Participant-6

1. **How are the written evaluations of students being perceived by preparatory class instructors?**

In our school context, it is understood as normal as students' being evaluated by the teachers, it is such a normal process. It is a kind of professional development process, it is not only coming from your peers or not only from your admins, it also should come from your students as well. All instructors welcome the evaluations of the students.

2. **How do the written evaluations of students directly affect the performance of preparatory class instructors in class?**

Students evaluations in our school, prep school are not directed to us unless something urgent happens I can say, so we do not know what they say or comment about us which is done by the school formally every quarter eight-week-period, at the end of the term we collect feedback from the students. But if you mean that the instructors on class evaluation, I mean end of course feedback, some instructors informally collect feedback from their students, so I do as well via Google forms or kind of a hand out, whatever.

3. **How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?**

We know that we are aware of the fact that the students evaluate us, it indirectly affects our performance because the students also give us feedback about their pedagogical content knowledge, or let's say, we can give ourselves a kind of fine tune our performance, we need to maybe change a perspective, maybe we always do pair work, but students are too shy or introverted, so we can change the way of in class student interaction pattern or we can change our instruction patterns. We can check our way of giving instructions or instant feedback, sometimes it can affect us indirectly like that.

4. **How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?**

Of course, every student's belief is reflected. If they have a kind of growth mindset, also it reflects itself in the feedback or in the evaluation as well, I think.

5. **How do the written evaluations of students affect preparatory class instructors' long-term professional goals?**

It affects positively, must affect positively. Every teacher, if they say that they are a teacher, they should have a growth mindset and they should have a kind of perceived developmental beliefs they should have, their own monthly, termly or annual goals, so students' feedback posits itself somewhere very special, very important because students are in the centre of our learning and teaching system.

6. **How do the written evaluations of students affect preparatory class instructors' commitment to their professions?**

It is a tricky question. Again, it is all about teachers' growth mindset I think. Commitment to work all depends on the teachers' perspective and belief, so we can talk about teacher beliefs here. It should have a positive effect I think, in my all opinion. That is all from me hocam. I hope you have found it useful, beneficial for your study. I wish all the best and good luck.

APPENDIX-17. Interview With Participant-7

1. **How are the written evaluations of students being perceived by preparatory class instructors?**

I think written evaluations of students can be helpful to see our weak or strong points but sometimes I am not sure about the truth of the results. I mean if they just love an instructor, they can evaluate her or him with high scores without even reading the questions and vice versa if they do not like or love an instructor.

2. **How do the written evaluations of students directly affect the performance of preparatory class instructors in class?**

In my case I do not think it has a direct effect on my performance because I have always had a good rapport with my students and I always want them to improve themselves. That is why I do my best in class.

3. **How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?**

I am not sure, but it might have an indirect effect on our patience and motivation. For example, there can be some cases which push our patience and this evaluation might be leading us to stay calm subtly.

4. **How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?**

I believe that there are students who are conscious about their learning and learning style and I believe in the sincerity of their evaluations. But when something is taken personally by the student, I am not sure the evaluation shows a fair result.

5. **How do the written evaluations of students affect preparatory class instructors' long-term professional goals?**

As long as the results of the evaluations are fair and are not kept confidential, they would have a motivational effect, like trying to improve oneself by getting on that specific topic, etc.

6. How do the written evaluations of students affect preparatory class instructors' commitment to their professions?

Again, as long as the results of the evaluations are fair, they would have a positive effect on the commitment to our profession. But I do not think an instructor should be committed to her or his profession because of the evaluations but for the sake of their students.

APPENDIX-18. Interview With Participant-8

1. **How are the written evaluations of students being perceived by preparatory class instructors?**

I believe that instructors in general take them seriously. And if there is a problem in the classroom, they try to fix it or if everything is okay, they feel happy and proud.

2. **How do the written evaluations of students directly affect the performance of preparatory class instructors in class?**

As instructors we know that these evaluations affect the performance grade, we try to come up with a solution whenever there is a problem or we try to avoid having problems with the students. In a sense, it affects the performance of an instructor in the classroom in a positive way.

3. **How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?**

Even if there are no problems in the classroom as the instructors try to avoid them, it actually helps create friendly atmosphere in the classroom.

4. **How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?**

I believe that students evaluate their teachers according to the type of communication they have in the classroom. If they get on well with the teacher, they just give the points without even caring about the criteria.

5. **How do the written evaluations of students affect preparatory class instructors' long-term professional goals?**

I think all teachers have their own way of teaching in the classroom and sometimes this way of teaching may not be right one, so getting feedback on their teaching helps them improve themselves and may be help them to improve their planning or the way they behave in the classroom in a positive way which would eventually help them improve themselves.

6. How do the written evaluations of students affect preparatory class instructors' commitment to their professions?

Depending on the type of feedback they get from the students, their commitment might be affected negatively or positively, so the important point is to take these evaluations as a learning point and try to improve their teaching.

APPENDIX-19. Interview With Participant-9

1. **How are the written evaluations of students being perceived by preparatory class instructors?**

Written evaluations are of great importance for the lessons to be more beneficial. However, the important point here is to make sure that the student is objective and gives correct answers. Because if students do not like the lesson or find it difficult, they will not make accurate and clear evaluations. If students make correct evaluations, these evaluations will greatly contribute to the lessons and the instructor's self-improvement.

2. **How do the written evaluations of students directly affect the performance of preparatory class instructors in class?**

I think this will be effective for the instructor. Because the aim of a lesson is to benefit the students and if the instructor teaches in line with the students' evaluations, it is obvious that the lesson will be taught much more effectively.

3. **How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?**

Student evaluations can make a difference in an instructor's performance. The instructor can change the method in line with these evaluations. Because the instructor always takes the most accurate results if the lesson is focused on the students' evaluations and thoughts.

4. **How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?**

This actually depends entirely on the professional trust between the instructor and the student. If the instructor trusts the students' evaluations, this will not have a negative effect on her/him. Because in an effective classroom environment, not only the instructor should evaluate the student, but also the students should have a word to say about their instructors, this evaluation should be mutual. If the trainer receives sincere and accurate evaluations, this should have a positive impact on her/his performance. At the same time, if the students see that their evaluations gained importance in the lesson, this motivates them. Because in this case, students are also included in the process and, this is the most critical and important approach to the impact of education.

5. How do the written evaluations of students affect preparatory class instructors' long-term professional goals?

I think that student evaluations will have a positive effect on the long-term professional life of the instructor. Speaking for myself, at the beginning of each academic year, I will prepare an education plan taking my students' comments into account. This allows me and my students to have a more beneficial academic year. For the instructors, it is essential to provide education in line with the needs of students.

6. How do the written evaluations of students affect preparatory class instructors' commitment to their professions?

As I mentioned above, if these evaluations are given by the students in a sincere and reliable way, they will have a positive effect on the course of the instructor. The student should not make an unfair evaluation and the instructor should not take these evaluations personally. Because sometimes the instructors misunderstand the evaluations made by the students. If both sides complete this process properly, they will feed the instructor's commitment. Because the instructors develop themselves, it becomes more beneficial for their students. therefore, this will positively affect the commitment to their profession. The teaching process is not a static process; on the contrary, it is a process open to continuous improvement and innovation.

APPENDIX-20. Interview With Participant-10

1. **How are the written evaluations of students being perceived by preparatory class instructors?**

The instructors feel under stress as they can affect the teacher's evaluation reports at the end of the year in a positive or a negative way, so especially newly graduated teachers take it seriously.

2. **How do the written evaluations of students directly affect the performance of preparatory class instructors in class?**

Not the experienced but the new teachers usually try to act in a student friendly way to influence the students while doing their lessons as they think that they can lose their jobs if they have problems with the students.

3. **How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?**

Actually, it is about the experience level of the teachers. If the teachers are self-confident professionals, they know what they need to do, the results of any written evaluation won't affect their performance as they do not care what the students will write about them.

4. **How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?**

Generally, the instructors think that the students have had a learning style since the beginning of their education life. The instructors are aware of it and they know that each student wants to have a lesson which is related to his or her learning skills. The instructors generally know that when they do not understand the lesson, they can be cruel in written evaluation. Therefore, the teachers try to have a balance.

5. **How do the written evaluations of students affect preparatory class instructors' long-term professional goals?**

It is a kind of personal development issue for all teachers. It should affect the long-term goals of the teachers if they have problems according to the evaluations, but of course it is not the only matter in professional development.

6. How do the written evaluations of students affect preparatory class instructors' commitment to their professions?

If there are regular problems which are set by different students in different periods, and the instructors cannot cope with the problems, they can even give up teaching. Actually, it must be a good indicator for them to notice their problems as generally the instructors have different level courses and encounter different students in each term.

APPENDIX-21. Interview With Participant-11

1. **How are the written evaluations of students being perceived by preparatory class instructors?**

I think the most important part of learning is self-evaluation. As a teacher, I evaluate myself and my teaching thanks to my students' written evaluations because they are at the wheel, I am just a passenger who knows the way beforehand, but they will decide how will they drive and which way to go so, with written evaluations they are given a chance to decide how they want to learn. Besides, I can modify not only my teaching methods and materials but also the learning environment in the class. Also, the students can see their weaknesses and strengths of the new subject coming on. Getting written evaluations is useful both for my teaching and for students' development.

2. **How do the written evaluations of students directly affect the performance of preparatory class instructors in class?**

After getting the first evaluation, I realized that my students had considered literally everything: from my energy in the lessons to the words I was using in the class. I feel like there was a jury and they were observing everything I did. That's why I started to be more careful even with my clothes that I put on before coming to the class. Moreover, they gave clues about their learning styles in the paper, so I considered all of them before setting my lessons up. I can say that the evaluations became sort of my guideline.

3. **How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?**

At first, while I was thinking about the evaluations, I felt anger inside me but in time I understood they were directing processes for me. They, indirectly, affected me as a self-regulator. I – I don't know how come- found myself checking even my words before talking. I always try to calculate the consequences reflected in the written evaluations so, I can say that they affected me in both negative and positive way. Positive because I could modify my lessons, negative because I secretly became paranoid ☺ Of course, at the end, the positive ones outweighed the negative ones.

4. **How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?**

We became much closer as they think they have a chance to say something and that something is listened and applied by their instructor. Their enthusiasm towards writing an evaluation increased so much. If you had a chance to ask my students' opinions about the next lesson, I strongly believe they would say they would see lots of things in the class that they mentioned in the evaluation sheet. As they know how I am going to modify my lesson plans according to their evaluations, they now know how to modify their study habits and learning styles, too.

5. **How do the written evaluations of students affect preparatory class instructors' long-term professional goals?**

Every different written evaluation means different learning styles. The more positive and negative feedback I get, the more I become ready for the newcomers. I can understand my students' needs and desires more and more easily every year even without spending enough time with them. They help me gain experience in ELT a lot.

6. **How do the written evaluations of students affect preparatory class instructors' commitment to their professions?**

Evaluations are important for improving my work not downgrading. There is literally no relation between my commitment and their kind of bad comments. That is what professional teachers do. As long as I can hear the sound 'Hımmm I understand now', there is no going back and looking behind.

APPENDIX-22. Interview With Participant-12

1. **How are the written evaluations of students being perceived by preparatory class instructors?**

On the bright side, we can see if they are happy in our lessons or whether they suggest new ideas for the lessons. However, I think not all of them evaluate you objectively. If they have positive ideas about you, they might give you higher points all the time.

2. **How do the written evaluations of students directly affect the performance of preparatory class instructors in class?**

When you stay professional and try to distinguish which one is useful, you can benefit from the feedback, which directly affects your teaching and evaluating. When the students observe the teacher cares about their feedback, they will appreciate it.

3. **How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?**

Again, it is important to stay professional. As long as the teacher tries to benefit from the feedback and stays objective to improve herself/himself, it is very useful.

4. **How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?**

Students tend to think they have no effect on the system. I think this evaluation can be seen as a good start to show them they matter. When they think their ideas are valued, it creates a bond between the student and instructors.

5. **How do the written evaluations of students affect preparatory class instructors' long-term professional goals?**

I believe it enables the teacher to be realistic about their teaching and their characteristic even. When the teacher gets the same feedback for a long time, it means that it's time to thinks about his/her teaching in a realistic way.

6. How do the written evaluations of students affect preparatory class instructors' commitment to their professions?

If you are already committed to your work, it would not affect your commitment in a bad way. It may encourage you.

APPENDIX-23. Interview With Participant-13

1. **How are the written evaluations of students being perceived by preparatory class instructors?**

In our job, we have a lot of students with different kind of needs. Evaluations like this help us see student needs as well as their satisfaction with the course. The problem is that some students are not one hundred percent objective regarding their evaluation, they might give higher points to an instructor just because they love him/her. So, it would be really disappointing for me if I made a great effort my class and they gave me lower points just because I did not let them watch a video or play a game every time they felt bored.

2. **How do the written evaluations of students directly affect the performance of preparatory class instructors in class?**

Actually, I do not think they should directly affect our performance. Maybe if we were younger, they would change our opinions about the class. But we need to be better than the students and instead of taking it personally, we should see them as feedback. Yet, in some ways it might affect our confidence. In the end we should always do our best and try to have a good rapport with students in accordance with the school rules.

3. **How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?**

I believe it has a direct influence over the teacher's motivation. Of course, there are many other things that affect our motivation, for example working environment and salary etc., but as a teacher it makes me happy to see that my students are happy in this environment I created. Obviously if they are not happy with it, I try to change this environment and my attitude accordingly depending of the feedback.

4. **How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?**

I believe students evaluating the instructor also help them evaluate themselves and their learning process as well. Also, it is important for them to see their voice is heard and their opinions matter. This might create a bond between the school instructors and students. It might also be better for the instructor to see the students' point of view instead of their colleagues.

5. **How do the written evaluations of students affect preparatory class instructors' long-term professional goals?**

I think letting your audience observe and evaluate you can help you become better in your job, regardless of what kind of job you are doing. We can use this feedback to see their perspective and maybe in the future we can use different materials in the class in accordance with their interests. Because motivation is crucial for the students, we should do our best to make our class fit their needs and interests.

6. **How do the written evaluations of students affect preparatory class instructors' commitment to their professions?**

Feedback is very important whether you are a student or a teacher. I think getting positive feedback after showing all you've got motivates you so much that you become a more committed person. Sometimes negative feedback can be a bit discouraging but we should use it to change ourselves because nobody is perfect and negative feedback is a part of this job too. I do not think a true professional instructor would take negative feedback as personal.

APPENDIX-24. Interview With Participant-14

1. **How are the written evaluations of students being perceived by preparatory class instructors?**

As far as I am concerned, written evaluations of students about instructor performances may give an idea about how the teacher is performing in classes, which happens very rarely in my case. Of course, any teacher can take the students' comments into consideration if the comments are worth considering (if they are constructive). However, in my case, it is a potential factor in decreasing the instructor's (my) motivation since it stresses me out just to think of what if any student in any way has written some negative comments about my teaching or attitude in class. Even one negative comment could lead to a private talk in the "office", which can easily cause concerns about losing my job, or could lead to a continuous anxiety and lower level of self-confidence.

2. **How do the written evaluations of students directly affect the performance of preparatory class instructors in class?**

I usually try my best to ignore my students' written evaluations, whether positive or negative, since I already consider myself as a self-motivated teacher whose only concern is to provide an ideal (to the most possible extent) learning environment, which is not even appreciated by upper circle people. Sometimes my students tell me that they wrote very positive comments about me onto the evaluation form, and I still ignore it, since it only tells me that I have managed to establish successful communication with my students, but doesn't give much info about my performance. If I took the evaluations into consideration, it would lower my performance in class, though.

3. **How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?**

This whole student evaluation thing is about students being customers and buying some kind of teaching service from a private university. Teachers subtly get the feeling that they should try harder and that whatever they do is not sufficient to meet the "customers' needs". As a consequence of this subtle feeling, teachers might lose their self- esteem, and feel inside that they are selling some kind of a service. Teaching is beyond numbers, evaluations, and it is not so easy to evaluate by any means.

4. **How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?**

I think there is a close relationship between students' written evaluations and their learner beliefs. When the students like their teachers in some way, - e.g. if the students don't like being active in class, and the teacher is ignoring their level of activity- this will lead to top band score in written evaluations. However, another teacher prefers showing more effort in motivating the students' level of activity, constantly giving them feedback about their performances, giving them remedial and individual activities to close the gap. That teacher might turn out to be a "bad teacher" and get very negative comments considering the student profile dimensions.

5. **How do the written evaluations of students affect preparatory class instructors' long-term professional goals?**

Depending on the number and level of negative comments I receive about my performance in the evaluation forms, I might think of quitting the job, and looking for another teaching position in another university.

6. **How do the written evaluations of students affect preparatory class instructors' commitment to their professions?**

As far as my experience goes, it potentially affects my commitment to my profession negatively since in my opinion teaching is a profession that requires constant inner self check and perpetual existence of conscience, which cannot be evaluated, but can be planted into the hearts of citizens of the globe.

APPENDIX-25. Interview With Participant-15

1. **How are the written evaluations of students being perceived by preparatory class instructors?**

I think they give me the opportunity to improve myself as a teacher. Sometimes I might think that some of the activities are facilitating learning but in reality, they might not work for a specific group of students. In this case, I can look for ways to modify or vary the activities so they can meet the students' needs better. As you get more feedback as a teacher, you can be more flexible and you have a repertoire of different practices that you can use for different learning styles and different learner groups. Some students might be prejudiced against a teacher and give negative feedback, but I think it's just natural. We don't need to be upset about those and try to do our best in the classroom.

2. **How do the written evaluations of students directly affect the performance of preparatory class instructors in class?**

They can make me feel uncomfortable or even upset if they are mostly negative, but they mostly make me reflect on my teaching and see what I do not do so well so that I can change those and help students get the most out of the lessons.

3. **How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?**

I think feeling upset could be the way they indirectly affect me. This feeling may affect my attitude towards the students without knowing. After a while, I understand that it's not worth dwelling on much longer and everything goes back to normal.

4. **How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?**

In my opinion there is a strong relationship between them. If a student thinks the instructor's teaching practices don't help him/her learn, it's mostly about their learning style. Thus, these written evaluations give me information about the student's learning styles and I can integrate different activities in a lesson to cater for different learning styles.

5. **How do the written evaluations of students affect preparatory class instructors' long-term professional goals?**

In the long-term, I would like to be a very good teacher who has a solution to most of the problems she might encounter in the classroom. These evaluations give me perspectives on the possible problems in class and I try to find ways to solve them. As the time passes, I will hopefully have more ideas and solutions related to those problematic areas.

6. **How do the written evaluations of students affect preparatory class instructors' commitment to their professions?**

They don't affect my commitment to my profession negatively. I already love being a teacher. They even make me become a better teacher day by day.

APPENDIX-26. Interview With Participant-16

1. **How are the written evaluations of students being perceived by preparatory class instructors?**

For my own behalf, I support teacher evaluation forms since they provide students for having a voice on their own education. It reinforces the democratic atmosphere in our institution; thus, it motivates students and help them feel responsible for their own learning. Also, they help us, the teachers a lot because the evaluations inform us about our weaknesses and strengths. As a result, thanks to the written feedback of the forms, we can design better classes addressing the students' needs.

2. **How do the written evaluations of students directly affect the performance of preparatory class instructors in class?**

To be honest, they affected me badly when I was an inexperienced, new instructor. I would feel insecure and unhappy on evaluation days. Moreover, I would not want to go to work on those days. I think I did not use to like being criticized by my students. I would consider myself as a perfect creature. However, seven years passed at this university and I changed my mind. I am experienced instructor now and I strongly believe that these written evaluations have positive effects on us – the instructors. They give us a sense of awareness about what works and what does not work during classes. So, for myself I can say that I feel a lot more confident in each technique I apply for my classes because I know what I do and I know that it meets my students' needs. Though I am not always one hundred percent sure about what I do, I am sure that my confidence is reflected on the students. Thus, both teaching and learning processes have benefitted from these evaluation forms a lot.

3. **How do the written evaluations of students indirectly and subtly affect the performance of preparatory class instructors in class?**

They may cause some second thoughts on the possible ways to do our classes. However, even if these second thoughts create hesitations, I believe these thoughts lead us to think about alternative ways to transfer the information to our students. Therefore, they may help us to look for more creative ways while teaching English. In this case, I can say that they trigger us to reflect on our teaching and improve ourselves constantly.

4. **How do the preparatory class instructors perceive the relationship between students' written evaluations and their learner beliefs?**

For sure, there is a close relationship between these evaluations and the students' beliefs on learning strategies. These evaluations tell a lot about the students' learning styles and also their false beliefs about their own learning, and I think this directs us well about where the students need guidance. I don't know if this goes for everyone but for me, they are quite useful to see where I can guide the students about their own learning.

5. **How do the written evaluations of students affect preparatory class instructors' long-term professional goals?**

As long as the institution share the results with us directly or indirectly, the evaluations help us to decide on a path about our teaching and give different clues about the areas where we need improvement. Every different feedback we get thanks to the evaluations helps us to be more flexible teachers who can adapt to different students and their needs in the long run. I feel like they help me a lot since they can prevent fossilization of my errors and keep me alert about where I need a change.

6. **How do the written evaluations of students affect preparatory class instructors' commitment to their professions?**

In some private universities people feel insecure about losing their job for any negative feedback coming from students or administrative staff. However, we are lucky that our institution is not very strict and cruel about it. If it behaved me rudely because of some negative evaluations of students, I would leave it and find another university to work. I would even consider quitting teaching. On the other hand, written evaluations of our students motivate me a lot because they remind me that I am working with humans, and learning and teaching are both interactive processes. Therefore, there is nothing static or mundane, you should update yourself according to time and the students. Thanks to my students' positive and negative feedback, my commitment to my profession is increasing day by day.

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